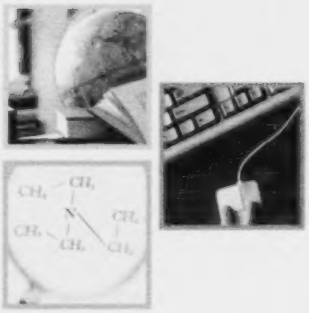
Catalogue no. 81-604-X
ISSN: 1709-8653

Education Indicators in Canada: An International Perspective



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Education Indicators in Canada: An International Perspective

2009

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September 2009

Catalogue no. 81-604-X

Frequency: Annual

ISSN 1709-8653

Ottawa

Cette publication est également disponible en français (nº 81-604 au catalogue).

Note of appreciation

Canada owes the success of its statistical system to a long-standing partnership between Statistics Canada, the citizens of Canada, its businesses, governments and other institutions. Accurate and timely statistical information could not be produced without their continued cooperation and goodwill.

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Foreword

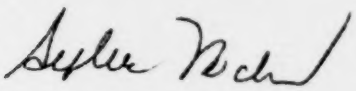
In our increasingly globalized world, all sectors of society are devoting more effort to seeking the type of knowledge that can be gained through international comparisons. In Canada, where education is a provincial and territorial responsibility, international comparisons in the field of education are particularly useful if they are made in relation to our provincial/territorial systems, and at the pan-Canadian level. Learning about other educational systems—their structure and performance, and the challenges they face—provides valuable insight and an expanded range of knowledge that can help governments and other decision-making bodies make improvements and better support students.

This report, *Education Indicators in Canada: An International Perspective, 2009* is the first in a new series intended to facilitate the comparison of educational systems in Canada's provinces and territories with those of Organisation for Economic Co-operation and Development (OECD) member countries. The project was developed in response to a request from the provinces and territories via the Strategic Management Committee of the Canadian Education Statistics Council (CESC).

The *Education Indicators in Canada: An International Perspective* series will present annual editions that strive to enlarge the scope of international comparisons. This will be done by reporting indicators for Canada and the provinces/territories that have been harmonized with the definitions and methodologies of the indicators reported annually by the OECD in its publication, *Education at a Glance (EAG)*. Canada has provided information for the *EAG* indicators since the project began in 1988.

The indicators presented in this 2009 report have been selected based on the availability of data for the provinces and territories, and they align with selected indicators from the 2009 release of *Education at a Glance*. This year's harmonized indicators capture information on educational attainment, upper secondary graduation, tertiary graduation, the academic performance of students, labour market outcomes, the economic benefits of education, expenditures on education, international students, and transitions to the labour market—for Canada, and its provinces/territories.

Education Indicators in Canada: An International Perspective, 2009 is published by the CESC as part of its broader endeavour, the Pan-Canadian Education Indicators Program, or PCEIP. The CESC is a partnership between the Council of Ministers of Education, Canada (CMEC) and Statistics Canada. The CESC was established in 1989 to improve the quality and comparability of Canadian education data and to provide information that can inform policy development in education.



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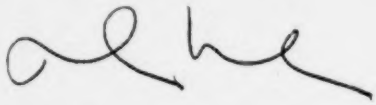
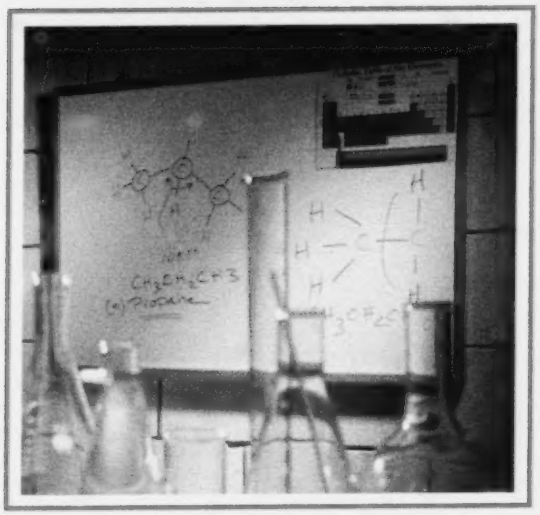


Jean-Gilles Pelletier
Acting Director General
Council of Ministers of Education, Canada

Acronyms and abbreviations

CEGEP	Collège d'enseignement général et professionnel
CESC	Canadian Education Statistics Council
CMEC	Council of Ministers of Education, Canada
EAG	Education at a Glance
ESESP	Elementary-Secondary Education Statistics Project
FEDEX	Survey of Federal Government Expenditures in Support of Education
FINCOL	Financial Statistics of Community Colleges and Vocational Schools
FIUC	Financial Information of Universities and Colleges Survey
GDP	gross domestic product
GED	general education diploma
INES	Indicators of Educational Systems
ISCED	International Standard Classification of Education
LFS	Labour Force Survey
NGS	National Graduates Survey
OECD	Organisation for Economic Co-operation and Development
PCEIP	Pan-Canadian Education Indicators Program
PISA	Program for International Student Assessment
PSIS	Postsecondary Student Information System
SC	Statistics Canada
SLID	Survey of Labour and Income Dynamics
SUFSB	Survey of Uniform Financial System – School Boards
UNESCO	United Nations Educational, Scientific and Cultural Organization
UOE	UNESCO/OECD/Eurostat data collection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Introduction

Education Indicators in Canada: An International Perspective

This report, *Education Indicators in Canada: An International Perspective, 2009*, is the first in a new series intended to facilitate the comparison of educational systems in Canada's provinces and territories with those of countries that belong to the Organisation for Economic Co-operation and Development (OECD). It presents a series of indicators that have been harmonized with the definitions and methodologies used by the OECD. The key issues of finance, educational attainment, graduation, and transitions are covered in these new harmonized indicators. Over time, other indicators may be added, as data permit.

Education Indicators in Canada: An International Perspective is a product of the Pan-Canadian Education Indicators Program (PCEIP).

The Pan-Canadian Education Indicators Program

PCEIP is an ongoing initiative of the Canadian Education Statistics Council: a partnership between Statistics Canada and the Council of Ministers of Education, Canada.

In the Victoria Declaration of 1993, the provincial and territorial ministers responsible for education and training agreed to create PCEIP. PCEIP's mission is to publish a set of statistical measures on education systems in Canada for policy makers, practitioners and the general public to monitor the performance of education systems across jurisdictions and over time.

The first indicators published under the PCEIP banner appeared in 1996. In 1999, the first PCEIP report, based on a new set of indicators, was published, followed by reports in 2003, 2005, and 2007. Beginning in 2009, the traditional PCEIP publication evolved into a new line of PCEIP products, which includes regular updates of tables and charts, the production of fact sheets, and now this newly introduced report linked with the release of the OECD's *Education at a Glance*. While this report covers a number of indicators for which harmonized data are available for the *Education at a Glance* indicators, the PCEIP tables as a whole have been developed to inform a broad range of pan-Canadian education policy issues, across the spectrum of lifelong learning.

More information about PCEIP, including the tables, fact sheets, and previous reports, is available on the Statistics Canada Web site at www.statcan.gc.ca.

Harmonized indicators

The OECD's Indicators of Educational Systems (INES) programme includes a set of indicators that allow comparisons of the education systems of its member countries. Results are published annually in *Education at a Glance: OECD Indicators*. Canada has participated in this project since its inception in 1988.

This new product, *Education Indicators in Canada: An International Perspective*, was developed to broaden the Canadian picture by providing comparable statistics for Canada's provincial/territorial systems of education along with the established international comparisons between Canada and other OECD member countries. The indicators were selected based on the availability of the necessary data for provinces and territories. The harmonized indicators presented in this 2009 edition align with selected indicators from the OECD's 2009 release of *Education at a Glance*. They present information on educational attainment, upper secondary graduation, tertiary graduation, the academic performance of students, labour market outcomes, the economic benefits of education, expenditures on education, international students, and transitions to the labour market.

Although indicators show trends and uncover interesting questions, they cannot by themselves provide explanations or permit conclusions to be drawn. Additional research will always be required to understand the issues and problems and to suggest solutions.

More information on the OECD's *Education at a Glance 2009* is available at www.oecd.org/edu/eag2009.

In this edition

This first edition of *Education Indicators in Canada: An International Perspective* presents three sets of harmonized indicators.

Chapter A, *The output of educational institutions and the impact of learning*, profiles educational attainment among the adult population. It also presents information on graduation rates at the upper secondary and tertiary levels. A specific aspect of student achievement and assessment—excellence—is examined. Relationships between educational attainment and labour force status are also explored. The section concludes by looking at the economic benefits of education; specifically, relative earnings of workers by educational attainment.

Chapter B, *Financial and human resources invested in education*, focuses on expenditure on education. Information on education expenditure as a percentage of GDP is presented, which reflects spending on education relative to a country's (or province's or territory's) overall amount of resources. Then the proportions of current and capital expenditures are outlined.

Chapter C, *Access to education, participation and progression*, explores the extent of international student mobility, as well as aspects of transitions from education to the labour force.

Highlights

Chapter A: The output of educational institutions and the impact of learning

Educational attainment of the adult population

- In 2007, a large majority of 25- to 64-year-old Canadians (87%) had attained at least upper secondary education (equivalent to secondary school completion in Canada). The corresponding OECD average was 70%.
- Ninety-one percent of adults aged 25 to 34 had attained at least upper secondary education, compared with 78% for the cohort aged 55 to 64, reflecting change in attainment patterns over time.
- There were relatively small differences between the provinces in the proportion of persons aged 25 to 34 with a secondary school diploma.
- The proportion of Canadians who had attained tertiary-type A education or completed advanced research programmes was greater than that for most other OECD member countries. One-quarter (25%) of adults aged 25 to 64 had reached this level of educational attainment. In Canada, tertiary-type A (ISCED 5A) includes bachelor's degrees, master's degrees and other university degrees or certificates above a bachelor's degree, but below a doctorate degree. Advanced research programmes (ISCED 6) include doctorate degrees and post-doctoral programmes.
- Canada ranked fourth among OECD countries in the proportion of adults in the 55-to-64 cohort (21%) with tertiary-type A education/advanced research programme attainment. However, for the 25-to-34 cohort, Canada (29%) shared 12th position with Japan and the United Kingdom.

Upper secondary graduation

- The proportion of new secondary school graduates in 2007, compared with the size of the population of youth at the typical age of graduation (the "upper secondary graduation rate"), varied greatly, from 91% in Quebec to 28% in Nunavut.
- Upper secondary graduation rates for females were higher than those for males in 23 of the 25 OECD countries for which comparable data were available. In Canada, the rate for females was 83%; the rate for males, 74%.

Tertiary graduation

- In Canada, the tertiary-type A graduation rate, which includes only individuals graduating at this ISCED 5A level for the first time (i.e., obtaining their first bachelor's degree), compared with the size of the population at the typical age of graduation, was 31% in 2006, lower than the average registered in the 24 OECD countries for which comparable data were available (39%).
- In Canada, the tertiary-type A graduation rates were 39% for females and 23% for males.
- The tertiary-type A graduation rate varied greatly from one province to another, with rates ranging from 51% in Nova Scotia to 18% in Saskatchewan. Nova Scotia receives many students from out of province, which accounts for its especially high tertiary-type A graduation rate.
- The rate of graduation from advanced research programmes (ISCED 6, doctorate degree) was 1.0% in Canada in 2006, which compares with an average rate 1.5% for the OECD countries.

Excellence in student achievement

- When the average performance of 15-year-old Canadian students was compared with that of their counterparts in other countries, the Canadians performed well in the three domains—science, reading and mathematics—assessed by the Program for International Student Assessment (PISA) in 2006.
- Average scores in the science domain show Canada on par with Australia, Japan, the Netherlands, and New Zealand, and behind Finland, which had the top score. In reading and mathematics, Canada's scores positioned it near the top of the OECD countries for which comparable 2006 data were available.
- The performance of all provinces was very close to or above the OECD average in science, reading, and mathematics.
- In 2006, Canada had a relatively high percentage of top performers—in science, reading and mathematics. In the science domain, 14% of the 15-year-old Canadian students assessed by PISA were top performers; that is, their scores placed them in proficiency level 5 or 6, the highest levels on the global assessment scales. In mathematics, 18% were top performers (levels 5 or 6); in reading, 15% (level 5).
- In Canada, 16% of the 15-year-old boys assessed reached at least level 5 in science, as did 13% of the girls. In mathematics, 21% of boys were top performers versus 15% of girls. The situation reverses for reading, however, where the Canada-level figure for girls (18%) was above that for boys (11%). Similar male-female patterns are also observed at the OECD level.

Labour market outcomes

- In 2007, Canada's employment rate for upper secondary and postsecondary non-tertiary graduates was 77%. By comparison, the rate for tertiary graduates was 83%. For the OECD countries overall, the average figures were 76% and 85%, respectively.
- In Canada, the employment rate for those who had not completed upper secondary education was 57%.
- Among the provinces, the employment rate for tertiary graduates varied within a rather narrow range of 8 percentage points (from 78% in Newfoundland and Labrador, to 86% in Manitoba and Saskatchewan). But a difference of more than 30 percentage points may be observed for individuals without upper

secondary graduation (from 38% in Newfoundland and Labrador to 71% in Alberta). The higher employment rates for these individuals in some provinces are largely attributable to favourable labour market conditions in 2007.

Economic benefits of education

- Like their counterparts in all of the other OECD countries, tertiary graduates in Canada earned considerably more than secondary or postsecondary non-tertiary graduates in 2006, with earnings that were, on average, 40% higher.
- This advantage ranged from 7% in Alberta to more than 55% in Newfoundland and Labrador and Quebec. Prince Edward Island, Saskatchewan, Alberta, and British Columbia all recorded earnings advantages below the national average of 40%.
- In Canada, as in the majority of OECD countries, the advantage that tertiary graduation provides in terms of remuneration remained relatively stable between 1998 and 2006.
- Among the provinces, the advantage provided by tertiary graduation varied greatly from one province to another between 1998 and 2006. A narrowing of the earnings gap by at least 20 percentage points was registered in Prince Edward Island, Saskatchewan and Alberta during this period. Substantial increases in the earnings gap were registered in Manitoba, British Columbia, Quebec, and Newfoundland and Labrador. In the other provinces, the advantage remained relatively stable.

Chapter B: Financial and human resources invested in education

Expenditures on education as a percentage of GDP

- With 6.2% of its GDP allocated to educational institutions, Canada devoted more than the average of 5.7% registered in the OECD countries. This placed Canada seventh among the OECD countries that allocated a large share of their GDP to education.
- In Canada, approximately 3.6% of GDP was allocated to primary, secondary and postsecondary non-tertiary education in 2005; 2.6% of GDP was allocated to the tertiary sector.
- All provinces and territories exceeded the OECD average with regard to the share of the education budget allocated to tertiary education.

Distribution of expenditures on education

- In all OECD countries, including Canada, current expenditures account for a substantial proportion of education expenditures, which is related to compensation of staff, particularly teachers. In Canada, 93% of education expenditures for primary, secondary and postsecondary non-tertiary education was allocated to current expenditures; at the tertiary level, 92%. This is comparable with 92% and 90%, respectively, among the OECD countries on average.
- In Canada, 8.1% of education expenditure at the tertiary level was allocated to capital expenditure in 2005, close to the average for OECD countries (9.7%).

Chapter C: Access to education, participation and progression

International students

- In Canada, about 7% of those enrolled in tertiary-type A education and 21% of those enrolled in advanced research programmes were international students. This compares with OECD averages of 7% and 16%, respectively.
- British Columbia, New Brunswick, and Nova Scotia attract proportionally more international students than other provinces to tertiary-type A education, with international students in these provinces accounting for around 10% of all tertiary-type A students.

Transitions to the labour market

- In 2007, 20% of 15- to 19-year-olds in Canada were no longer pursuing an education, a proportion slightly higher than the average of 16% observed among OECD countries.
- Although Canada has a relatively higher proportion of 15- to 19-year-olds no longer in education when compared with its OECD counterparts, it appears to be more successful than OECD countries on average in meeting the challenge of integrating young adults with relatively low education into the labour market. In Canada, the employment rate of not-in-school 15- to 19-year-olds was 63% in 2007, compared with an OECD average of 56%.
- The proportion of 15- to 19-year-olds no longer in education varied from one province to another, from 15% in Newfoundland and Labrador—a situation similar to that of the United States—to 26% in Alberta.
- In the Western provinces, the association of relatively high employment rates (above 70%) and relatively high proportions of young people not in education (20% to 26%), shows that labour markets with shortages draw young people even with low educational attainment.

Notes to readers

Canadian and OECD indicators

The following table outlines the indicators presented in this first edition of *Education Indicators in Canada: An International Perspective* alongside the corresponding indicators from *Education at a Glance*.

Education Indicators in Canada: An International Perspective, 2009	Education at a Glance 2009: OECD Indicators
A1 Educational attainment of the adult population	A1 To what level have adults studied?
A2 Upper secondary graduation	A2 How many students finish secondary education and access tertiary education?
A3 Tertiary graduation	A3 How many students finish tertiary education?
A4 Excellence in student achievement	A4 What is the profile of 15-year-old top performers in science in PISA 2006?
A5 Labour market outcomes	A6 How does participation in education affect participation in the labour market?
A6 Economic benefits of education	A7 What are the economic benefits of education?
B1 Expenditures on education as a percentage of GDP	B2 What proportion of national wealth is spent on education?
B2 Distribution of expenditures on education	B6 On what resources and services is education funding spent?
C1 International students	C2 Who studies abroad and where?
C2 Transitions to the labour market	C3 How successful are students in moving from education to work?

ISCED classifications and descriptions

The following table, as outlined in the OECD's publication *Highlights from Education at a Glance 2008*,[1] introduces the International Standard Classification of Education (ISCED) and provides a brief description for each education category.

ISCED classification (and subcategories)	Description
Pre-primary education ISCED 0	The first stage of organized instruction designed to introduce very young children to the school atmosphere. Minimum entry age of 3.
Primary education ISCED 1	Designed to provide a sound basic education in reading, writing and mathematics and a basic understanding of some other subjects. Entry age: between 5 and 7. Duration: 6 years.
Lower secondary education ISCED 2 (subcategories: 2A prepares students for continuing academic education, leading to 3A; 2B has stronger vocational focus, leading to 3B; 2C offers preparation for entering workforce)	Completes provision of basic education, usually in a more subject-oriented way with more specialist teachers. Entry follows 6 years of primary education; duration is 3 years. In some countries, the end of this level marks the end of compulsory education.
Upper secondary education ISCED 3 (subcategories: 3A prepares students for university-level education at level 5A; 3B for entry to vocationally-oriented tertiary education at level 5B; 3C prepares students for workforce or for post-secondary non-tertiary education, ISCED 4)	Even stronger subject specialization than at lower secondary level, with teachers usually more qualified. Students typically expected to have completed 9 years of education or lower secondary schooling before entry and are generally around the age of 15 or 16.
Postsecondary non-tertiary education ISCED 4 (subcategories: 4A may prepare students for entry to tertiary education, both university-level and vocationally-oriented education; 4B typically prepares students to enter the workforce)	Programmes at this level may be regarded nationally as part of upper secondary or postsecondary education, but in terms of international comparison their status is less clear cut. Programme content may not be much more advanced than in upper secondary, and is certainly lower than at tertiary level. Entry typically requires completion of an upper secondary programme. Duration usually equivalent to between 6 months and 2 years of full-time study.
Tertiary education ISCED 5 (subcategories 5A and 5B, see below)	ISCED 5 is the first stage of tertiary education (the second—ISCED 6—involves advanced research). At level 5, it is often more useful to distinguish between two subcategories: 5A, which represents longer and more theoretical programmes; and 5B, where programmes are shorter and more practically oriented. Note, though, that as tertiary education differs greatly between countries, the demarcation between these two subcategories is not always clear cut.
Tertiary-type A ISCED 5A	"Long-stream" programmes that are theory-based and aimed at preparing students for further research or to give access to highly skilled professions, such as medicine or architecture. Entry preceded by 13 years of education, students typically required to have completed upper secondary or postsecondary non-tertiary education. Duration equivalent to at least 3 years of full-time study, but 4 is more usual.
Tertiary-type B ISCED 5B	"Short-stream" programmes that are more practically oriented or focus on the skills needed for students to directly enter specific occupations. Entry preceded by 13 years of education; students may require mastery of specific subjects studied at levels 3B or 4A. Duration equivalent to at least 2 years of full-time study, but 3 is more usual.
Advanced research programmes ISCED 6	The second stage of tertiary education. Programmes are devoted to advanced study and original research.

1. See Organisation for Economic Co-operation and Development, 2008. *Highlights from Education at a Glance 2008*, Readers' Guide. More detailed definitions and explanations of the ISCED standard are available at: www.unesco.org/education/information/nfsunesco/doc/isced_1997.htm.

Mapping to ISCED

The report uses the International Standard Classification of Education (ISCED-97) to classify the highest level of education successfully completed (educational attainment) and levels of schooling (attendance or enrolment). To facilitate understanding for those who are less familiar with this classification, the following tables show the correspondence between ISCED and the more familiar terminology in Canada, according to the data source(s) used for the various indicators.

Labour Force Survey (LFS)

ISCED	LFS (educational attainment)
ISCED 0/1	• Grade 8 or lower (Quebec: Secondary II or lower)
ISCED 2	• Grade 9 -10 (Quebec: Secondary III or IV, Newfoundland and Labrador: 1st year of secondary) • Grade 11 -13 (Quebec: Secondary V, Newfoundland and Labrador: 2nd to 4th year of secondary) (non-graduate)
ISCED 3	• Grade 11 -13 (Quebec: Secondary V, Newfoundland and Labrador: 2nd to 4th year of secondary) (graduate) • Some postsecondary education (non-graduate)
ISCED 4	• Trade certificate or diploma from a vocational school or apprenticeship training
ISCED 5B	• Non-university certificate or diploma from a community college, CEGEP, school of nursing, etc. • University certificate below bachelor's level
ISCED 5A/6	• Bachelor's degree • University degree or certificate above bachelor's degree

Survey of Labour and Income Dynamics (SLID)

ISCED	SLID (educational attainment)
ISCED 0/1	• Never attended school • 1 to 4 years elementary school • 5 to 8 years elementary school
ISCED 2	• 9 to 10 years elementary and secondary school • More than 10 years of elementary and secondary school (but did not graduate)
ISCED 3	• Graduated from high school • Some non-university postsecondary (no certificate) • Some university (no certificate)
ISCED 4	• Certificates or diplomas from a business or commercial school • Certificates or diplomas from a trade or vocational school
ISCED 5B	• Certificates or diplomas from a CEGEP • Certificates or diplomas from a community college or institute of applied arts and technology • University certificate below Bachelor's
ISCED 5A	• Bachelor's degree • University certificate above Bachelor's but below Master's • Master's • Degree in medicine, dentistry, veterinary medicine, optometry or first professional degree in law
ISCED 6	• Doctorate (PhD)

Postsecondary Student Information System (PSIS)

ISCED	PSIS (enrolment and graduation)
ISCED 5A	• Collaborative degree program (combined college and university postsecondary program but not University transfer) • Applied degree • Bachelor's degree • First professional degree (only for: law, divinity (Mdiv), medicine, dentistry, optometry, veterinary medicine, and BEd requiring a Bachelor's degree for admission) • Licence undergraduate • Licentiate or testamur • Master's qualifying year • Master's degree • University graduate level certificate or diploma • PhD qualifying year or probationary • Internship (post-MD) • Residency (medical, dental, veterinary)
ISCED 6	• PhD • Equivalent earned doctorate • Post-doctoral program

OECD and EU19 averages

The OECD average

As stated in the OECD's *Education at a Glance*[2]:

The OECD average is calculated as the unweighted mean of the data values of all OECD countries for which data are available or can be estimated. The OECD average therefore refers to an average of data values at the level of the national systems and can be used to answer the question of how an indicator value for a given country compares with the value for a typical or average country. It does not take into account the absolute size of the education system in each country.

The OECD total is calculated as a weighted mean of the data values of all OECD countries for which data are available or can be estimated. It reflects the value for a given indicator when the OECD area is considered as a whole. This approach is taken for the purpose of comparing, for example, expenditure charts for individual countries with those of the entire OECD area for which valid data are available, with this area considered as a single entity.

Note that both the OECD average and the OECD total can be significantly affected by missing data. Given the relatively small number of countries, no statistical methods are used to compensate for this. In cases where a category is not applicable in a country or where the data value is negligible for the corresponding calculation, the value zero is imputed for the purpose of calculating OECD averages. In cases where both the numerator and the denominator of a ratio are not applicable for a certain country, this country is not included in the OECD average.

2. See Organisation for Economic Co-operation and Development, 2009. *Education at a Glance 2009: OECD Indicators*, Readers' Guide, available at: www.oecd.org/edu/eag2009.

The EU19 average

The EU19 average is calculated as the unweighted mean of the data values of the 19 OECD countries that are members of the European Union for which data are available or can be estimated: Austria, Belgium, the Czech Republic, Denmark, Finland, France, Germany, Greece, Hungary, Italy, Ireland, Luxembourg, the Netherlands, Poland, Portugal, the Slovak Republic, Spain, Sweden, and the United Kingdom.

Presentation of OECD countries

The tables present all of the OECD member countries; partners, although presented in *Education at a Glance*, are excluded. Selected OECD countries are presented in the charts, and the countries selected vary depending on data availability. The countries were chosen because they appear relevant for a particular comparison.

Country abbreviations

The following international codes are used to identify OECD member countries in certain charts in this report. Country names are used in the tables and text.

OECD countries presented in charts

Australia	AUS	Japan	JPN
Canada	Can.	Mexico	MEX
Finland	FIN	Sweden	SWE
France	FRA	Switzerland	CHE
Germany	DEU	United Kingdom	UKM
Italy	ITA	United States	USA

Limitations

Indicators combine discrete education statistics and give them context. This report presents a selection of indicators that places Canada and the provinces/territories in an international perspective; however, it is only a partial picture of the performance of Canada, the provinces and territories. Although indicators show trends and uncover interesting questions, they cannot by themselves provide explanations or permit conclusions to be drawn. Additional research will always be required to determine the causes of problems and suggest solutions. The aim of this report is to stimulate thinking and promote debate on global education issues.

Although the data for Canada presented in this report are, for the most part, identical to those presented by the OECD in this year's *Education at a Glance (EAG)*, there are some instances where figures may differ slightly. This is not due to differences in methodologies or in data years, but it does reflect revisions to initial figures that were provided at earlier stages through the UNESCO/OECD/Eurostat data collection (UOE) required for the *EAG*.

The OECD and other international organizations provide detailed guidelines and definitions to assist countries in filling out the complex data collection templates in order to achieve the highest possible level of comparability. However, the countries must best apply these guidelines to their own data. Depending on the degree to which national concepts match these guidelines and to which national classifications of education map adequately to ISCED, the comparability may be affected. The international data presented in this report reflect the figures available at the time of writing; however, the OECD may have made further adjustments that will not be reflected here. For more detailed information on the latest international statistics, please refer to the OECD's Web site for the *EAG*: www.oecd.org/edu/eag2009.

Chapter A

The output of educational institutions and the impact of learning

A1

Educational attainment of the adult population

Context

This indicator provides a profile of the educational attainment of the population aged 25 to 64. A large proportion of people in this age range are old enough to have completed their education but are still young enough to work; therefore, this indicator provides information on the stock of knowledge available to societies and economies. Data are presented by age group, indicating the distribution of educational attainment within the population.

Education contributes to the enrichment of scientific and cultural knowledge. It also gives individuals the tools they need to participate in social and economic life. The educational attainment of people in the labour force also influences the competitiveness and prosperity of economies. Variation in attainment over time and space can also reflect differences in access to education.

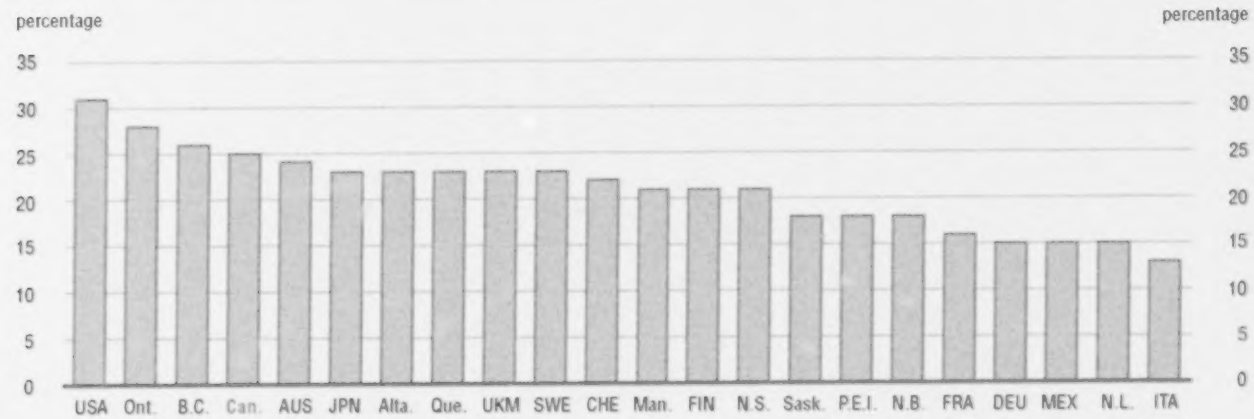
Observations

In 2007, the proportion of Canadians who had attained tertiary-type A education/ completed advanced research programmes was greater than that for most OECD countries (Table A.1.1, columns 8 and 9). In Canada, one-quarter (25%) of adults aged 25 to 64 had reached this level of educational attainment, ranking the country sixth among the OECD countries. Canada shared its position with New Zealand, but followed Norway (32%), the United States (31%), the Netherlands (29%), Iceland (26%) and Denmark (26%). In Australia, Korea, Japan, the United Kingdom, and Sweden, proportions were either 23% or 24%.

Ontario and British Columbia showed proportions that, while slightly lower than the figure observed in the United States, were above the Canadian average (Chart A.1.1). The proportions of adults aged 25 to 64 whose highest level of education attained was at the tertiary-type A or advanced research programme level and who resided in Alberta or Quebec were similar to the figures for Australia, Japan, Sweden, and the United Kingdom. The proportions of 21% in Manitoba and Nova Scotia were similar to those registered in Finland and Switzerland. With 18%, Saskatchewan, Prince Edward Island, and New Brunswick exhibited levels slightly higher than that registered in France. Newfoundland and Labrador had a proportion equal to that in Mexico and Germany, with 15% of adults aged 25 to 64 having attained this educational level.

Chart A.1.1

Proportion of the 25- to 64-year-old population with tertiary-type A or advanced research programmes education, 2007



Note: International codes (e.g., AUS for Australia) are used here to label OECD member countries. See the "Notes to readers" for a complete list of these abbreviations and the corresponding country names.

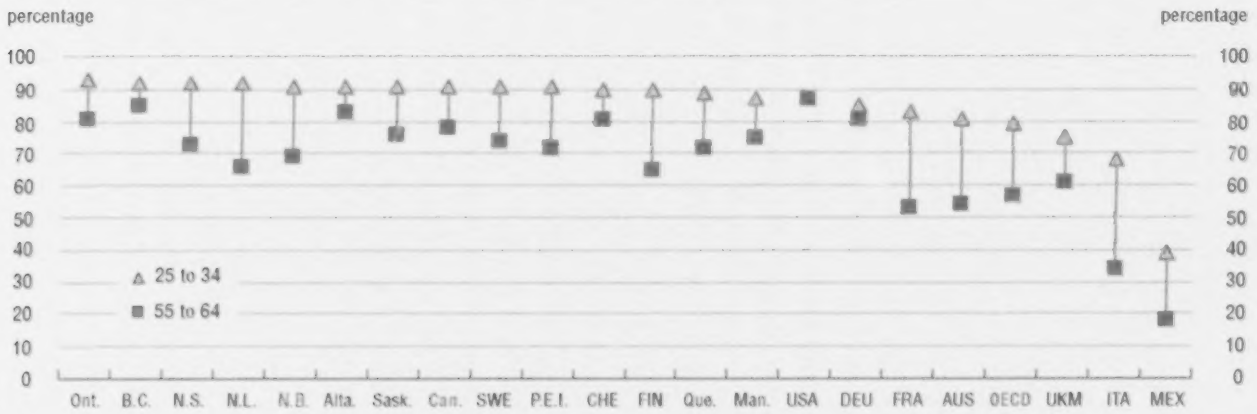
Source: Table A.1.1.

A large majority (87%) of Canadians aged 25 to 64 had attained at least upper secondary education in 2007 (Table A.1.2.). Canada, along with the Slovak Republic, ranked third among OECD countries, just behind the Czech Republic (91%) and the United States (88%). The corresponding OECD average was 70%. It is important, however, to look at the change over time when considering the different cohorts that have completed at least upper secondary education. Overall, a comparison of education levels for the youngest (aged 25 to 34) and oldest (55 to 64) adults reveals a higher proportion of secondary graduates among the younger generation (Chart A.1.2). Finland, France, Australia, Italy, and Mexico all posted intergenerational differences in excess of 20 percentage points. The increase in the proportion of secondary graduates was somewhat more modest in countries such as Germany and Switzerland, and there was no difference in the United States. Canada, one of the countries in which the education level is already fairly high, also registered a fairly modest increase in the proportion of such graduates in 2007: a difference of 13 percentage points between the 25-to-34 cohort and the 55-to-64 cohort. Approximately 91% of adults aged 25 to 34 had attained at least upper secondary education in Canada, compared with 78% for the cohort aged 55 to 64.

There were relatively small differences between provinces in the proportion of persons aged 25 to 34 with at least one secondary school diploma; figures ranged from 87% in Manitoba to 93% in Ontario. But the gap between the 25-to-34 cohort and the 55-to-64 cohort reveals greater provincial differences (Chart A.1.2). This is certainly the case in Newfoundland and Labrador and in New Brunswick, which both registered a difference of more than 20 percentage points. Differences of less than 10 percentage points between the two age groups were observed in Alberta and British Columbia.

Chart A.1.2

Population that has attained at least upper secondary education, by age group, 2007



Note: International codes (e.g., AUS for Australia) are used here to label OECD member countries. See the "Notes to readers" for a complete list of these abbreviations and the corresponding country names.

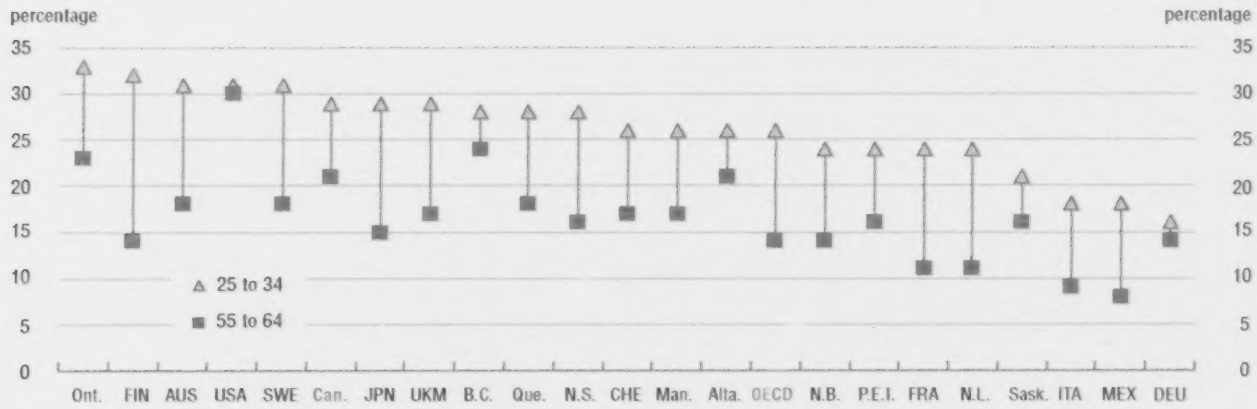
Source: Table A.1.2.

Concerning the proportion of the population that has attained tertiary-type A education/advanced research programmes as its highest level of education, the relative position occupied by Canada varies depending on the cohort observed. The data in Table A.1.3 suggest that if the trend were to continue, Canada would, in the course of generational renewal, lose ground over time in relation to other countries, based on the proportion of individuals between 25 and 64 years of age with tertiary-type A education/advanced research programme attainment. Canada ranks fourth among OECD countries in the proportion of adults in the 55-to-64 cohort (21%) with such an educational level (column 10). However, for the 25-to-34 cohort, Canada (29%) shared 12th place with Japan and the United Kingdom, and was behind Norway (41%), The Netherlands (35%), Korea (34%), New Zealand (33%), Denmark (32%), Finland (32%), Sweden (31%), the United States (31%), Australia (31%), Ireland (30%) and Poland (30%) (column 7).

Similar to what is observed for persons aged 25 to 34 with attainment of at least upper secondary education, the proportion of adults in this cohort with tertiary-type A or advanced research programme attainment showed little variation by province in 2007 (from 24% in Newfoundland and Labrador, Prince Edward Island, and New Brunswick to 28% in Nova Scotia, Quebec, and British Columbia). Saskatchewan and Ontario were the exceptions to this rule with 21% and 33%, respectively. Some provinces registered relatively large inter-cohort differences with respect to this type of education (Chart A.1.3). In both Newfoundland and Labrador and Nova Scotia, the gap between the 25-to-34 and 55-to-64 age groups was more than 10 percentage points. Differences of 5 percentage points or less are observed in Saskatchewan, Alberta, and British Columbia.

Chart A.1.3

Population that has attained at least tertiary-type A education, by age group, 2007



Note : International codes (e.g., AUS for Australia) are used here to label OECD member countries. See the "Notes to readers" for a complete list of these abbreviations and the corresponding country names.

Source : Table A.1.3.

Definitions, sources and methodology

This indicator examines the educational attainment of different age groups. The percentage of the population represented by a given age group that has attained a particular education level is obtained by taking the number of persons in this age group who have received a diploma attesting to that level, dividing it by the total number of persons in this same age group, and then multiplying by 100.

The education level corresponds to the highest level of education an individual has attained. The designation of the different levels of schooling is based on the International Standard Classification of Education (ISCED-97) (see "Notes to readers"). An individual must have successfully completed a programme at a given ISCED level to be considered as having attained that level of education. An individual who has not successfully completed a programme is assigned the preceding education level. For example, a secondary school graduate is considered to have attained ISCED level 3; a student who has dropped out, ISCED level 2.

The data on population and education level are drawn from the databases of the OECD and Eurostat, compiled from national labour force surveys. In Canada, the source is the Labour Force Survey (LFS), a monthly survey of approximately 50,000 households. It seeks to obtain a detailed and timely picture of the labour force throughout the country. The LFS allows proxy reporting, which means that information on the entire household can be collected from a single member of the household. In all, this type of reporting accounts for approximately 65% of all information collected.

LFS data on education levels do not lend themselves to making a precise delineation between "postsecondary non-tertiary education" and "tertiary-type B education programmes" (see "Notes to readers"). Thus, data reported for the population that has attained ISCED level 5B are overestimated, essentially because, owing to limitations of the LFS, the category includes some graduates who would normally be placed in different ISCED levels.

Note: The corresponding OECD indicator is A1, *To what level have adults studied?*.

A2

Upper secondary graduation

Context

This indicator presents rates of graduation from secondary school. This is a central component of assessing the performance of the education systems, and it is also often seen as an indicator of access to education. More indirectly, it is considered a measure of student achievement. A comparison of secondary graduation rates shows the extent to which school systems succeed in helping students attain what is universally recognized as an important educational milestone.

Upper secondary graduation serves as a base for further education, but it also prepares students for direct entry into the labour market. With the increase in the level of qualifications in OECD countries, secondary school graduation is currently, in terms of qualification, the minimum requirement that young people must have to successfully enter working life. It is a valuable academic qualification, since young people who leave school without obtaining their diploma generally have more difficulty finding a job.

Graduation rates are influenced by a number of factors, such as the conditions for graduation and in- and out-migration. They can also be affected by economic conditions. For example, a robust labour market that offers many opportunities can attract young people who have passed the age of compulsory school attendance but have not yet completed their secondary education. However, in a sluggish market, young people who expect to have difficulty finding a job are sometimes more inclined to complete their secondary education.

Observations

Upper secondary graduation is becoming the norm in most OECD countries, since it largely represents the minimum requirement with respect to qualification for more advanced education or entry into the labour market. In 22 of the 25 OECD countries with comparable data, the upper secondary graduation rate exceeded 70% (Table A.2.1, column 1). Although Canada is part of this group with a rate of 78%, this figure is nevertheless 4 percentage points below the OECD average of 82% (Chart A.2.1). Canada, along with the United States (78%), placed 17th among the OECD countries. Luxembourg (75%), New Zealand (74%), Spain (74%), Sweden (74%), Portugal (65%), Turkey (58%) and Mexico (43%) had rates below that of Canada. Upper secondary graduation rates varied greatly from one province or territory to another, from 91% in Quebec to 28% in Nunavut.

Upper secondary graduation rates for females were higher than those for males in 23 of the 25 OECD countries (Table A.2.1, columns 3 and 2, respectively). Exceptions to this pattern were Switzerland and Turkey, where rates for males were higher. In Canada, the rate for females was 83%; the rate for males, 74%—a relatively

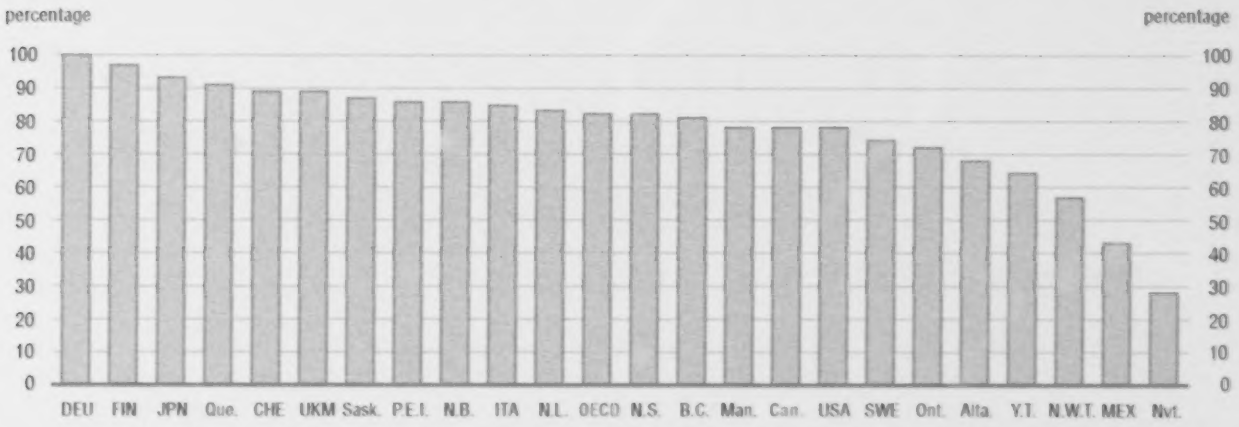
large gender gap of 9 percentage points. Germany, the United States, and Japan all had male-female differences of 2 percentage points or less, revealing a more desirable situation.

Upper secondary graduation rates for females were also higher than those for males in all provinces and territories. While a gap of 14 percentage points was observed in Quebec, gaps similar to that observed at the national level (9 percentage points) were registered in Ontario, Manitoba, Alberta, the Northwest Territories, and British Columbia. Smaller gaps (5 percentage points or less) were recorded for Nova Scotia, Yukon, and Prince Edward Island. Among the OECD countries for which data are comparable, only the Czech Republic (4 percentage points), Korea (3), Japan (2), the United States (1) and Germany (1) posted gaps of this size.

With an 8% rate, Canada was well below the OECD average upper secondary graduation rate (16%) for ISCED 3C long programmes (vocational education at the secondary level) (Table A.2.1, column 8). However, the Canadian rate is entirely determined by the vocational education system in Quebec, since no other province (or territory) reported such graduates in 2006. Quebec has a rather extensive vocational sector at the secondary level, yielding a vocational secondary graduation rate (39%) that suggests the sector may be comparable in size with that in Australia, Iceland, and Norway. When the concept of calculating the rate based solely on the first secondary programme completed is applied in Quebec, the influence of vocational secondary diplomas on the overall rate (Table A.2.1, column 1) is considerably diminished by the fact that 60% of vocational secondary graduates have already graduated from a general secondary programme.

Chart A.2.1

Upper secondary graduation rates, 2007



Note: International codes (e.g., AUS for Australia) are used here to label OECD member countries. See the "Notes to readers" for a complete list of these abbreviations and the corresponding country names.

Source: Table A.2.1.

Definitions, sources and methodology

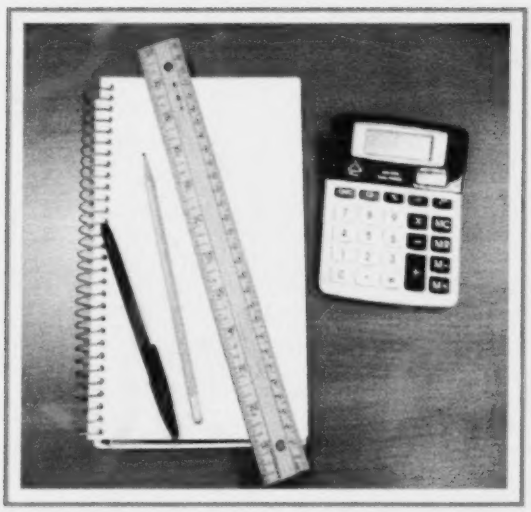
This indicator addresses upper secondary graduation. It presents secondary graduation rates with and without duplication according to programme destination, programme orientation and sex. *Rates with duplication* are calculated by dividing the number of individuals who, regardless of their age, have graduated by the total population at typical age of graduation. *Rates without duplication* are obtained by subtracting those individuals who have already graduated from another upper secondary programme from the total number of upper secondary graduates.[3] In general, a graduate of upper secondary education is considered to have successfully completed the last year of education at this level, regardless of his or her age. Graduation is often conditional on success in a final examination, but not in all countries.

The data reflect the 2006/2007 school year (the 2005/2006 school year for Canada) and are obtained from the UOE collection of statistical data on education, carried out jointly by three international organizations, UNESCO, the OECD and Eurostat, and conducted in 2008 by the OECD. The typical age of graduation for Canada was determined to be between 17 and 18. The values used in the denominator for calculating the graduation rate are based on the average of the demographic estimates for these two ages.[4]

The data on graduates are drawn from the Elementary-Secondary Education Statistics Project (ESESP), an administrative survey that collects data from the provincial and territorial ministries/departments of education.[5] To ensure comparability with other OECD countries, Statistics Canada estimated the number of graduates of private schools using the most recent data available for this sector (enrolments in 1999/2000). The number of private school graduates obtained in this way was then added to the number of public school graduates and included in the calculation of the secondary graduation rates presented.

Note: The corresponding OECD indicator is A2, *How many students finish secondary education and access tertiary education?*.

3. The methodology used to produce the numbers for Canada and the provinces/territories may differ from that used in a particular province/territory; consequently, the numbers in this report may differ slightly from those published by the provinces/territories.
4. Upper secondary graduation rates may exceed 100% because they are calculated by dividing (1) the number of individuals who, regardless of their age, have graduated, by (2) the total population at typical age of graduation. These rates should not be used to discuss upper secondary drop-outs.
5. Data on graduations from some secondary programs are not uniformly available across jurisdictions, and general education diplomas (GED), adult basic upgrading and education, and graduation from adult day school, which take place outside regular secondary school programs, are, in most instances, not included.



A3

Tertiary graduation

Context

This indicator presents tertiary graduation rates by sex. These rates give an idea of the pace at which education systems are producing advanced knowledge. Countries in which tertiary graduation rates are high are more likely either to have or to develop a highly educated labour force. In a knowledge-based economy, leading edge knowledge is a main source of innovation and growth and is therefore especially valuable.

Tertiary graduation rates depend on access to programmes and their structure, the different requirements for graduation, and the level of qualification required in the labour market. Graduation rates may also be influenced by economic conditions when secondary graduates choose to defer postsecondary education to take advantage of employment opportunities. Tertiary graduation rates are also affected by the flow of foreign students.

Observations

In Canada, the tertiary-type A graduation rate, which includes only individuals graduating at this ISCED level for the first time, was 31% in 2006,[6] lower than the average registered in the 24 OECD countries with comparable data (39%) (Table A.3.1, column 4, and Chart A.3.1). With just under one-third of individuals (in relation to the population in the typical age cohort of 22 to 25) being such graduates, Canada ranked 20th among OECD countries, along with Switzerland. Only Hungary (29%), Germany (23%), Austria (22%) and Greece (18%) posted rates lower than Canada's.

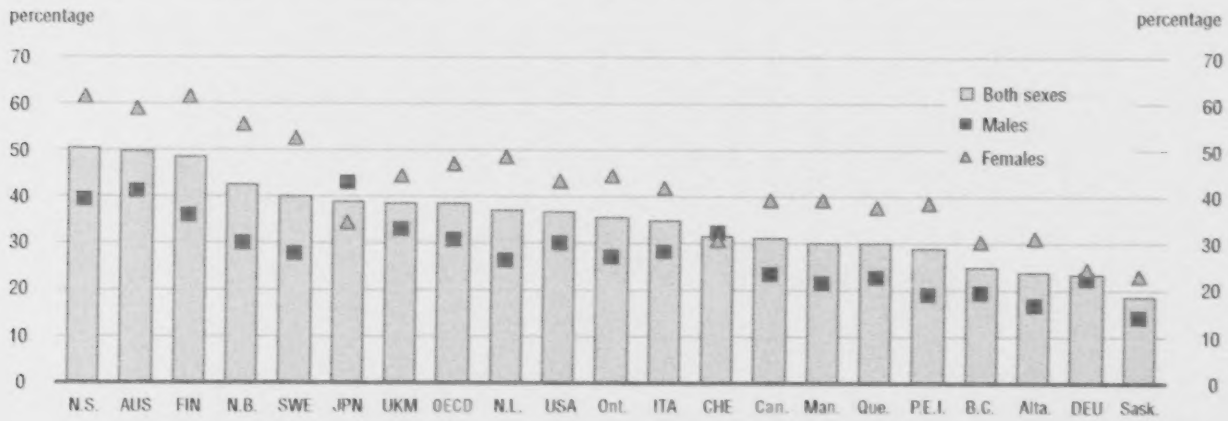
The tertiary-type A graduation rate varied greatly from one province to another (Chart A.3.1). With 51%, Nova Scotia had the highest such rate among the provinces, behind Iceland (63%) and similar to Australia (50%). Nova Scotia receives many students from out of province, which accounts for its especially high tertiary-type A graduation rate. According to Statistics Canada's National Graduates Survey (NGS) for the class of 2005, the total number of university graduates in Nova Scotia was 20% higher than the number of these graduates who resided in the province one year before the start of their programme. Apart from Alberta, where the net in-migration of graduates moving out of their own province to pursue a programme in Alberta was sizable at 4%, there was little or no variation in this regard in New Brunswick, Quebec, Ontario, and Manitoba. On the other hand, Prince Edward Island (36%),

6. When the data were sent to the OECD, the most recent Canadian data available were for the 2006 reference year. These data are therefore compared with those of other countries, most of which represent the 2007 reference year.

Newfoundland and Labrador (12%), Saskatchewan (10%) and British Columbia (3%) all registered net out-migration of students who graduated outside their province of residence. The tertiary-type A graduation rate in New Brunswick (43%) exceeded the average rate observed in OECD countries (39%), while Newfoundland and Labrador ranked alongside the United States with a rate of 37%. Among the remaining provinces, only Ontario exceeded the rate for Canada as a whole with 36%. Figures recorded for Manitoba, Quebec, Prince Edward Island, British Columbia, Alberta and Saskatchewan were all below the Canadian average, with rates ranging from 30% to 18%.

Chart A.3.1

Tertiary-type A graduation rates (first-time graduation), by sex, 2007



Note: International codes (e.g., AUS for Australia) are used here to label OECD member countries. See the "Notes to readers" for a complete list of these abbreviations and the corresponding country names.

Source: Table A.3.1.

As shown in Table A.3.1 (columns 5 and 6), tertiary-type A graduation rates for females were higher than those for males in 22 of the 24 OECD countries for which comparable data were available. Japan and Switzerland, which both recorded more male than female graduates at this level, were exceptions. In Canada, the tertiary-type A graduation rates were 39% for females and 23% for males. Canada ranked 19th in female graduation rates at this level, below the 47% average for OECD countries and the 40% rate observed in the Czech Republic, Spain, and Hungary. Provincially, the tertiary-type A graduation rate for females was above the national average in Nova Scotia (62%), New Brunswick (56%), Newfoundland and Labrador (48%) and Ontario (44%), while it was below the national average in Quebec (38%), Alberta (31%), British Columbia (31%) and Saskatchewan (23%). Manitoba and Prince Edward Island had rates that paralleled the national average of 39%.

An analysis of the distribution of graduates by sex in Canada reveals a rather sizable gender gap. The difference between the rate for females (39%) and that for males (23%) is 16 percentage points, which means that Canada had the 13th largest gender gap for tertiary-type A graduation rates in the OECD countries (Table A.3.1, columns 5 and 6). The difference in favour of females was also apparent in all provinces in 2006, where gaps ranged from 9 percentage points in Saskatchewan to 26 in New Brunswick.

At this time, the analysis must be limited to tertiary-type A, since Canada cannot yet report data for tertiary-type B, which essentially covers programmes in community colleges and CEGEPs. However, this type of analysis can be performed for advanced research programmes. The rate of graduation from advanced research programmes was 1.0% in Canada in 2006, slightly below the average rate (1.5%) for the OECD countries (Table A.3.1, (column 10). With this rate, Canada was in 23rd place among the OECD countries, along with Poland. Only Spain, Hungary, Turkey, Iceland, and Mexico, with rates of graduation from such programmes of less than 1.0%, were behind Canada.

Rates of graduation from such programmes ranged between 0.5% in Saskatchewan and 1.2% in Quebec. Prince Edward Island, Manitoba, and Newfoundland and Labrador, with 0.6%, all posted an identical rate, very close to that of New Brunswick (0.7%). The rates for Nova Scotia, British Columbia, Alberta, and Ontario were very similar to the national average of 1.0%.

Definitions, sources and methodology

This indicator presents tertiary graduation rates by programme destination, duration, and sex. For the calculation of graduation rates, the OECD prefers to use the *net* method, which basically amounts to summing age-specific graduation rates. For countries that cannot report in this way because they are unable to provide such detailed data, including Canada, the OECD uses the *gross* method. This calculation divides the number of graduates, regardless of their age, by the total population at the typical age of graduation. An individual who obtains a degree in tertiary education during the reference year is considered a graduate.

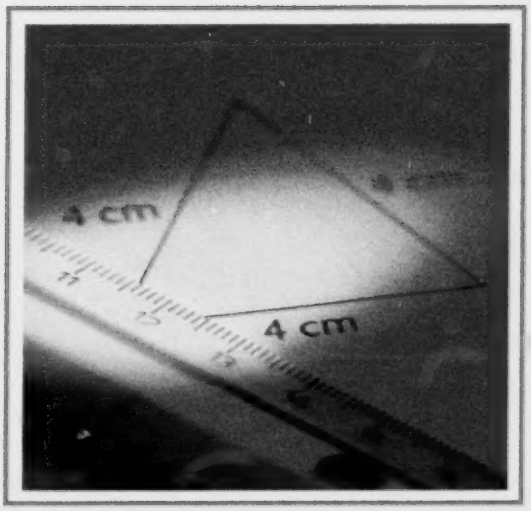
Data are presented for the 2007 calendar year (2006 for Canada) and were obtained from the UOE exercise in which the OECD collected statistical data on education in 2008. Statistics Canada has determined the typical age at tertiary-type A graduation to be between 22 and 25, and the age for obtaining a degree in advanced research programmes as between 27 and 29. The values used in the denominator for calculating graduation rates are based on the average of demographic estimates for these different age groups, based on the most recent census.

OECD graduation rates are based on the *first degree* and therefore exclude individuals for whom the degree just obtained is a second degree within a given ISCED level. To meet the OECD's standard definition, the number of first bachelor's degrees was estimated by subtracting from the total number of bachelor's degrees granted during the reference year an estimate of the number of students for whom the bachelor's degree obtained was a second degree within this ISCED level. This estimate was developed on the basis of the cohort of graduates interviewed in Statistics Canada's 2002 National Graduates Survey (NGS) (class of 2000). The estimation is done only for tertiary-type A programmes.

The Canadian data are from the Postsecondary Student Information System (PSIS), a census that collects data for all units in the target population, without sampling. The target population consists of Canadian public postsecondary educational institutions (universities, community colleges and vocational centres). Each institution provides Statistics Canada with data on its programmes, its students and the degrees granted.[7]

Note: The corresponding OECD indicator is A3, *How many students finish tertiary education?*.

7. Since 2005/2006, graduates from the University of Regina, in Saskatchewan, are not available through PSIS, which, of course, affects the tertiary graduation rates for Saskatchewan.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A4

Excellence in student achievement

Context

This indicator presents results obtained as part of the Program for International Student Assessment (PISA), an instrument developed by the OECD member countries to assess students' proficiency levels and better understand what makes young people—and education systems as a whole—successful. This PISA-based indicator focuses on excellence in student achievement in science, reading, and mathematics, as assessed in 2006.

Globalization and the establishment of a knowledge-based economy have created a rising demand for knowledge and a solid foundation of skills upon which further learning can be built. Because elementary and secondary education systems play a central role in laying this base, industrialized societies devote a large portion of their budgets to education. By evaluating student performance, PISA gives governments an idea of the return on this investment.

Observations

When the average performance of 15-year-old Canadian students was compared with that of their counterparts in other countries, the Canadian students performed well in all three domains that PISA assessed in 2006.[8] Among the OECD countries, Canada's average score of 534 in science was on par with the scores for Australia, Japan, the Netherlands, and New Zealand, all behind Finland's top score of 563. Canada's average scores of 527 in both reading and mathematics positioned it near the top of the OECD countries (Table A.4.1). Canada's performance in reading was similar to that of Ireland and New Zealand and, in mathematics, Canada was situated close to Australia, Belgium, Japan, New Zealand, the Netherlands, and Switzerland. In all three domains the performance of all provinces was close to or above the OECD average.

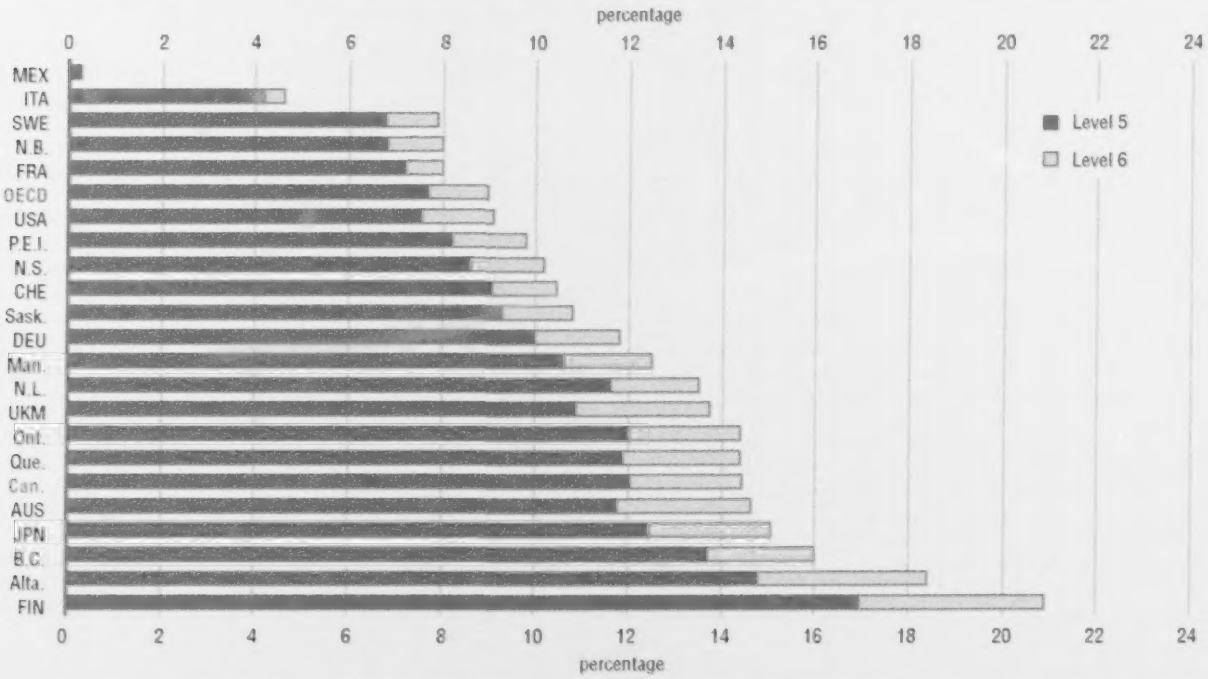
Average scores are a practical tool for comparing the performance of different groups of students, but they are also limited: they can mask performance distributions that are quite different but result in the same averages. An analysis of countries' results by proficiency level indicates that the proportion of 15-year-olds who reached the highest levels (5 for reading, or 5 and 6 combined for science/mathematics) on global scales, varied greatly from one country to another (Table A.4.1 and Chart A. 4.1). In the science domain, the proportion of top performers ranged from less than 1% in

8. See: Human Resources and Social Development Canada, Council of Ministers of Education Canada and Statistics Canada (2007), *Measuring Up: Canadian Results of the OECD PISA Study – The Performance of Canada's Youth in Science, Reading and Mathematics – PISA 2006 First Results for Canadians Aged 15*, Ottawa.

Mexico and Turkey to 21% in Finland. For reading, the figures for students who performed at the highest level ranged from less than 1% in Mexico to 22% in Korea. In mathematics, the proportions of top performers spanned from less than 1% in Mexico to 27% in Korea.

Chart A.4.1

Percentage of top performers in science, Program for International Student Assessment (PISA), 2006



Note: International codes (e.g., AUS for Australia) are used here to label OECD member countries. See the "Notes to readers" for a complete list of these abbreviations and the corresponding country names.

Source: Table A.4.1.

Canada stands out as having a relatively high percentage of top performers in all three domains assessed. In mathematics, 18% of the Canadian students assessed by PISA 2006 were top performers. Several other countries had high proportions of top performers in the mathematics domain: Korea, Switzerland, Finland, Belgium, and the Netherlands. Korea had the highest proportion (22%) of top performers in reading; Canada's figure for this domain was 15%. Finland and New Zealand had more top performers in science (21% and 18%, respectively) than did Canada (14%).

Although Canada's proportions of top performers indicate that the country is well placed in the community of OECD countries, the results vary by province. For science, 10 percentage points separate New Brunswick (8%) and Alberta (18%), while in reading, there is a 9-percentage-point gap between New Brunswick (7%) and British Columbia (16%). For mathematics, the proportion of top performers ranges from 11% in Prince Edward Island to 24% in Quebec (Table A.4.1).

The proportion of students ranked at level 5 or above varied considerably according to sex, and across countries (Table A.4.2). The proportion of top-performing boys was generally higher than the proportion of top-performing girls in OECD countries for the science and mathematics domains. The gap between the sexes is usually larger in mathematics than in science. The situation is reversed in reading, however, where there were proportionally more top-performing girls (11%) than boys (6%) in the OECD countries overall. In Canada, the proportion of students reaching at least level 5 stands at 16% for males, compared with 13% for females in science, at 21% versus 15% in mathematics, and 11% versus 18% in reading.

Definitions, sources and methodology

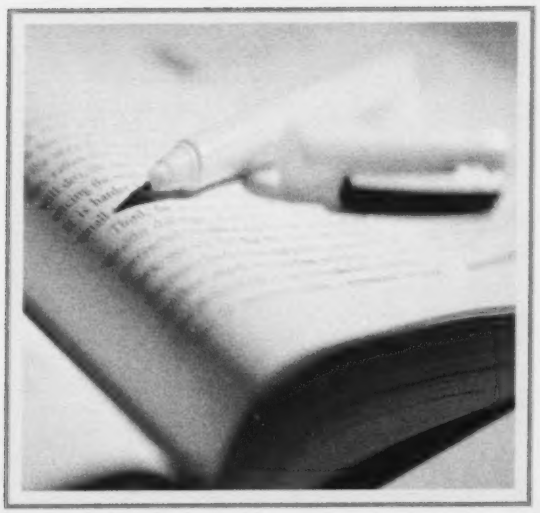
This indicator presents results obtained in 2006 as part of PISA, a collective effort of the OECD member countries (and several other countries) that regularly assesses, through standard international tests, students' proficiency levels in three major domains: science, reading, and mathematics. It presents the average scores obtained by the 15-year-old participants in each of the three domains, and focuses on comparisons in the proportion of students who meet the criteria for top performance. Differences between the sexes are also explored.

Scores were grouped according to the proficiency levels that corresponded to students' ability to carry out groups of tasks of increasing difficulty. In science and mathematics, six proficiency levels were identified; in reading, five. This PISA-based indicator focuses on students who obtained scores that placed them at the highest levels (5, or 5 and 6 combined, depending on the domain). In science, this means that students must achieve a minimum score of 633 to reach level 5, and at least 708 for level 6. In reading, a minimum score of 626 is required for level 5. In mathematics, a minimum score of 607 is required for proficiency level 5; 669 is needed for level 6.

The target population studied comprises students who were 15 years old[9] at the beginning of the PISA assessment period and who were registered in a secondary school, either full or part time. In Canada, this population includes students who were attending school in 1 of the 10 provinces; the territories have not participated in PISA to date. Students who attended schools located on Indian reserves were excluded, as were students of schools for those with severe learning disabilities, schools for blind and deaf students, and students who were being home schooled.

Note: The corresponding OECD indicator is A4, *What is the profile of 15-year-old top performers in science in PISA 2006?*.[10]

9. More precisely, from the age of 15 years 3 months to 16 years 2 months.
10. See Organisation for Economic Co-operation and Development (2007), *PISA 2006: Science Competencies for Tomorrow's World*, Paris.



A5

Labour market outcomes

Context

This indicator examines the connection between educational attainment and the labour market by looking at employment rates. It explores this relationship for males and females. Trends in employment rates by highest level of education attained are also presented.

Employment rates reflect information on both labour supply and demand. One of the main objectives of education systems is to educate citizens to enable them to participate in a knowledge-oriented economy and society. Higher employment rates among those who have higher educational attainment suggest that the education systems are successful in producing a labour force that is attractive to employers and that can meet labour market demand.

Observations

Employment rates vary according to educational attainment. In 2007, Canada's employment rate for upper secondary and postsecondary non-tertiary graduates was 77% (Table A.5.1). By comparison, the rate for tertiary graduates was 83%. For the OECD countries overall, the average figures were 76% and 85%, respectively.

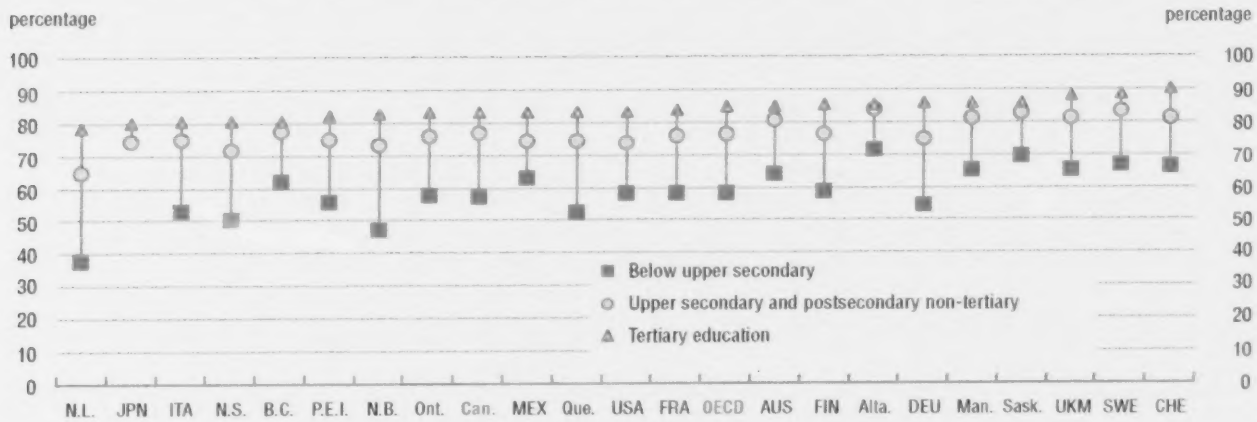
In OECD countries, upper secondary graduation is considered the minimum requirement for finding a good job and being competitive in the labour market. Thus, employability, judged on the basis of the employment rate (the ratio of the number of persons with a job in a given group to the total population of that group), increases with the amount of education attained. This relationship is evident in Canada, where in 2007, the employment rate for those who had not completed upper secondary education was 57%, while the rate for upper secondary and postsecondary non-tertiary graduates was 77%, and the figure for tertiary graduates, 83% (Table A.5.1). According to the 2007 figures, the difference between the employment rate for tertiary graduates and that for individuals with less than upper secondary education was substantial across OECD countries, exceeding 30 percentage points in the Slovak Republic, Hungary, the Czech Republic, Belgium, and Germany. In Canada, the gap between the two groups was 26 percentage points, similar to that registered in the Netherlands and France and to the average for OECD countries. Only Portugal, New Zealand, Korea, and Iceland had differences of less than 15 percentage points.

The employment rate for tertiary graduates varied by province, within a rather narrow range of 8 percentage points (from 78% in Newfoundland and Labrador, to 86% in Manitoba and Saskatchewan) (Chart A.5.1). But a difference of more than 30 percentage points may be observed for individuals without upper secondary graduation (from 38% in Newfoundland and Labrador to 71% in Alberta). The difference in the employment rates between these two groups also varied from one province to another

(from 14 percentage points in Alberta and 16 percentage points in Saskatchewan to 40 in Newfoundland and Labrador). The smaller difference in some provinces is largely attributable to favourable economic conditions and labour market structures that allow a greater number of less qualified people to find jobs. Such is the case in Alberta and Saskatchewan, where gaps of 14 and 16 percentage points, respectively, were observed. Like the Czech Republic, Newfoundland and Labrador registered a gap of 40 percentage points in 2007, the largest of any province. At 35 percentage points, the gap observed in New Brunswick was similar to that of Belgium and slightly higher than the figures registered in Germany (31 percentage points), Quebec (31) and Nova Scotia (30). Prince Edward Island (26 percentage points) and Ontario (25) registered differences similar to those observed for Canada as a whole and to the OECD average. The gaps observed between tertiary graduates and individuals without upper secondary graduation in Manitoba (21 percentage points) and British Columbia (19) were below the Canadian average.

Chart A.5.1

Employment rates of the 25- to 64-year-old population, by educational attainment, 2007



Note: International codes (e.g., AUS for Australia) are used here to label OECD member countries. See the "Notes to readers" for a complete list of these abbreviations and the corresponding country names.

Source: Table A.5.1.

The difference in the employment rates for tertiary graduates and individuals without upper secondary graduation narrowed slightly in Canada between 1997 and 2007, decreasing from 29 percentage points to 26 (Table A.5.1). In the provinces, the change over time in these gaps, although slightly more volatile, was generally downward. This downward trend was most marked in Alberta and Saskatchewan, where the differences between the two rates declined, from 28 percentage points to 14, and from 22 to 16, respectively, over 10 years, indicating a clear relationship with labour market dynamics. These decreases arose from the rise in employment among those without upper secondary graduation. Although smaller, the gaps observed for the other provinces during this period also narrowed. The only exceptions were New Brunswick and British Columbia, where virtually no changes were observed between 1997 and 2007.

As shown in Table A.5.2, the variation in employment rates for females largely explains the variation in the overall employment rates. The countries with the highest employment rates in the population aged 25 to 64—Iceland, Norway, Sweden, Switzerland, New Zealand, and Denmark—are also those with the highest employment rates for females. In Canada, in 2007, the employment rate for females was 73% compared with 82% for males. Canada ranked ninth for the female employment rate, on par with New Zealand and the United Kingdom and just behind Sweden, Norway, Iceland, Denmark, Finland, and Switzerland, which recorded rates between 74% and 79%. The female employment rate was above the national average for Saskatchewan (77%), Alberta (76%) and Manitoba (75%). Prince Edward Island (72%), Quebec (71%) and British Columbia (71%) were just ahead of the Netherlands (70%) and the United States (70%), and figures for these countries mirrored those for New Brunswick (70%) and Nova Scotia (69%). With an overall employment rate of 60% for females, Newfoundland and Labrador was the only province to have a rate below the OECD average of 65%.

In the majority of OECD countries in 2007, the difference between the employment rates of males and females was less pronounced for graduates of tertiary-type A and advanced research programmes than for upper secondary graduates (Table A.5.2, columns 8 and 5). In Canada, a 12-percentage-point difference was observed between males and females in the upper secondary graduation category. The male-female difference was half as large (6 percentage points) for graduates of tertiary-type A/advanced research programmes.

Definitions, sources and methodology

This indicator, labour market outcomes, examines the relationship between educational attainment and the employment rates of 25- to 64-year-olds, by sex, and provides insight into how this relationship has evolved over a 10-year period. The employment rate represents the percentage of employed people in the working age population. To calculate the employment rate for a group with a particular level of educational attainment, the number of employed persons is divided by the total number of persons in the population aged 25 to 64 who have attained the education level and then multiplying this quotient by 100.

Persons considered to have a job are those who, during the reference week: (1) worked at least one hour in exchange for a wage or some benefit; or (2) had a job but were temporarily absent from work for various reasons (illness, accident, vacation, labour dispute, training, maternity or parental leave, etc.). The education level is measured according to the highest level of education attained.

The data are drawn from OECD and Eurostat databases compiled from national labour force surveys. In Canada, the Labour Force Survey (LFS) excludes the following from the scope of the survey: individuals who live on reserves or in other Aboriginal settlements in the provinces, full-time members of the Canadian Forces and institutional residents. The LFS employment rate is based on a monthly average from January to December.

Note: The corresponding OECD indicator is A6, *How does participation in education affect participation in the labour market?*.

A6

Economic benefits of education

Context

This indicator focuses on the economic benefits of education by examining the relationship between educational attainment and relative earnings, by age and sex. It also shows how this relationship evolves over time. A comparison of earnings according to education level gives individuals an idea of the profitability of their investment in education.

Variations in relative earnings (before taxes) by country reflect a number of factors, including the demand for skills in the labour market and the supply of workers at various levels of educational attainment. These variations may also reflect the strength of unions and the coverage of collective agreements, minimum wage legislation, and the relative incidence of part-time and seasonal work.

Observations

The earnings advantage associated with tertiary graduation compared with upper secondary and postsecondary non-tertiary graduation varied from 21% in New Zealand to 111% in Hungary among individuals aged 25 to 64 who received employment income during the year (Table A.6.1). Like their counterparts in all of the other OECD countries, tertiary graduates in Canada earned considerably more than secondary or postsecondary non-tertiary graduates in 2006, with earnings that were, on average, 40% higher. In the United States and the United Kingdom, the earnings advantages were 72% and 57%, respectively.

As in the OECD countries, tertiary graduates in all Canadian provinces also earned considerably more than secondary or postsecondary non-tertiary graduates in 2006. This advantage ranged from 7% in Alberta to more than 55% in Newfoundland and Labrador and Quebec (Table A.6.1). Prince Edward Island, Saskatchewan, Alberta, and British Columbia all recorded earnings advantages below the national average of 40%.

Among persons aged 25 to 64 who received employment income, the earnings advantage associated with tertiary graduation compared with secondary or postsecondary non-tertiary graduation was greater for women than for men in Germany, Australia, Austria, Canada, Korea, Spain, Ireland, Norway, the Netherlands, the United Kingdom, Switzerland and Turkey (Table A.6.1). The opposite situation is observed in the other countries. However, great caution is required when interpreting differences in relative earnings between men and women, since these differences may be influenced, in part at least, by differences between the sexes in the choice of career, occupation, and the timing of labour force participation. Another influential factor is the frequency of part-time work which, while it varies from one country to another, is generally more common among women. At the provincial level—apart from Ontario,

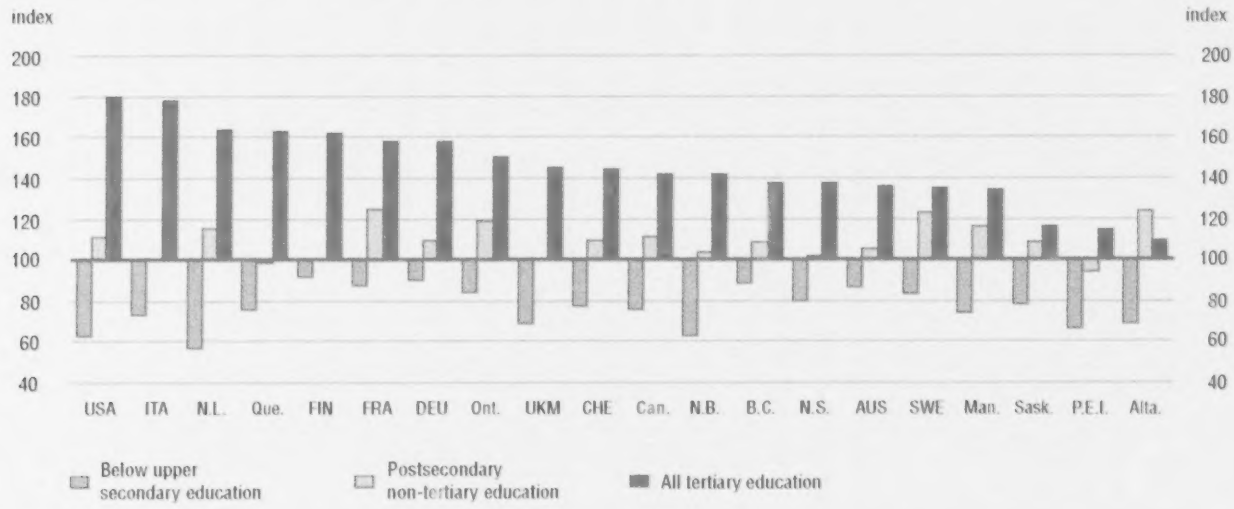
where the earnings advantage was greater for men—the advantage registered by women was generally greater than that of their male counterparts in most Canadian provinces. Quebec was the only province where the difference between men and women was practically negligible.

Male and female tertiary graduates enjoy a substantial earnings advantage compared with men and women who have completed a secondary or postsecondary non-tertiary education, with an advantage of 42% for men and 46% for women (Table A.6.1). Women who have not completed their secondary education are especially penalized in Canada, Ireland, Portugal, Turkey, the United Kingdom, and the United States, countries that posted disadvantages of 30% or more when compared with those with secondary or postsecondary non-tertiary graduation.

Among tertiary graduates in the provinces, men from Newfoundland and Labrador (64%), Quebec (63%) and Ontario (50%) had an earnings advantage exceeding the national average of 42% (Chart A.6.1.1). In several provinces, the earnings advantage for women was above the national average of 46%: Newfoundland and Labrador (72%), Manitoba (66%), Prince Edward Island (64%), Nova Scotia (63%) and Quebec (63%) (Chart A.6.1.2).

Chart A.6.1.1

Relative earnings of 25- to 64-year-old males with income from employment, by highest level of education attained, 2007 (upper secondary and postsecondary non-tertiary education = 100)

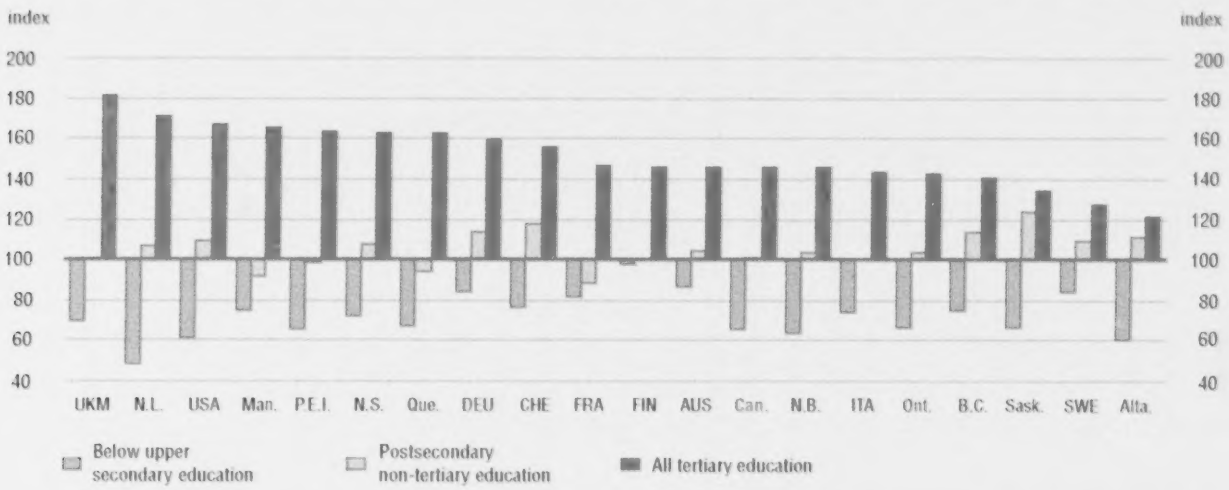


Note: International codes (e.g., AUS for Australia) are used here to label OECD member countries. See the "Notes to readers" for a complete list of these abbreviations and the corresponding country names.

Source: Table A.6.1.

Chart A.6.1.2

Relative earnings of 25- to 64-year-old females with income from employment, by highest level of education attained, 2007 (upper secondary and postsecondary non-tertiary education = 100)



Note: International codes (e.g., AUS for Australia) are used here to label OECD member countries. See the "Notes to readers" for a complete list of these abbreviations and the corresponding country names.

Source: Table A.6.1.

In recent years, the advantage that tertiary graduation provides in terms of remuneration has remained relatively stable for a majority of OECD countries with comparable data (Table A.6.2). In Canada, the earnings advantage between tertiary graduates and secondary or postsecondary non-tertiary graduates remained relatively stable at around 40% between 1998 and 2006, apart from peaking at 45% and 46% in 2000 and 2001. During the same period, the earnings disadvantage between Canadians with less than upper secondary education and those with secondary or postsecondary non-tertiary education also showed quite marginal variation, around 23% between 1998 and 2006.

The advantage provided by tertiary graduation varied greatly from one province to another between 1998 and 2006 (Table A.6.2). Whereas a decrease of at least 20 percentage points was registered in Prince Edward Island (22 percentage points), Saskatchewan (20 percentage points) and Alberta (20 percentage points) during this period, substantial increases were registered in Manitoba (20 percentage points), British Columbia (10 percentage points), Quebec (9 percentage points) and Newfoundland and Labrador (8 percentage points). In the other provinces, the advantage remained relatively stable. Strong economic growth, accompanied by strong demand for workers at all education levels in Alberta and Saskatchewan, explains at least a portion of this narrowing of the earnings gaps during the period concerned. The disadvantage for individuals with less than upper secondary education increased in most provinces between 1998 and 2006. Nova Scotia, British Columbia, and Saskatchewan were the only provinces to register an earnings disadvantage in 2006 that was less than in 1998. In 2006, the earnings disadvantage in Alberta returned to its 1998 level (30%), after almost completely disappearing in 2002 and 2003 (only 6% to 8%).

Definitions, sources and methodology

This indicator focuses on the economic benefits of education by examining the relationship between educational attainment and relative earnings, by age and sex, and it shows how this relationship evolved over the 10-year period between 1997 and 2007. Relative earnings are the mean annual earnings from employment (before tax) of individuals with a certain level of educational attainment divided by the mean annual earnings from employment of individuals whose highest level of education is upper secondary or postsecondary non-tertiary level, multiplied by 100.

The estimates are limited to persons with employment income during the reference period. The average for both sexes is not the simple average of the figures for males and females, but rather an average based on the employment income of the total population. For this reason, there may be instances when the average for both sexes does not fall between the value calculated for men and that calculated for women. This phenomenon is particularly noticeable in Canada's figures for total tertiary education in Table A.6.1. In this case in particular, the relative earnings figure for men aged 25 to 64 with upper secondary or postsecondary non-tertiary education (the reference category; not shown) was $43,915 in 2006. This same year, the relative earnings figure for men this same age who had tertiary education was $62,574, resulting in an index of 142 [($62,574 / $43,915) * 100)]. For women, relative earnings were $26,679 for the reference category and $38,941 for the tertiary group; an index of 146. For both sexes combined, the relative earnings were $36,079 for the reference category and $50,554 for tertiary; index of 140. In this example, the index value for both sexes (140) is below that obtained for men (142) and that for women (146), even if the average earnings values for both sexes for both the reference group ($36,079) and the tertiary group ($50,554) fall between the figures for men ($43,915, reference category; $62,574, tertiary) and those for women ($26,679, reference category; $38,941, tertiary).

Data for Canada were obtained from the Survey of Labour and Income Dynamics (SLID), a longitudinal household survey. SLID excludes inhabitants of Yukon, the Northwest Territories and Nunavut, institutional residents and persons living on Indian reserves. Overall, these exclusions amount to less than 3% of the population.

Note: The corresponding OECD indicator is A7, *What are the economic benefits of education?*.

Chapter B

Financial and human resources invested in education

Expenditures on education as a percentage of GDP

B1

Context

This indicator provides a measure of the proportion of national wealth that is invested in educational institutions by linking public and private expenditures with gross domestic product (GDP).

Expenditure on education is an investment that can help foster economic growth and enhance productivity. It contributes to personal and social development and reduces social inequality. The allocation of financial resources to educational institutions is a collective choice, made by government, business, and individual students and their families. It is also partially driven by the size of the school-age population and enrolment in education, as well as the country's relative wealth.

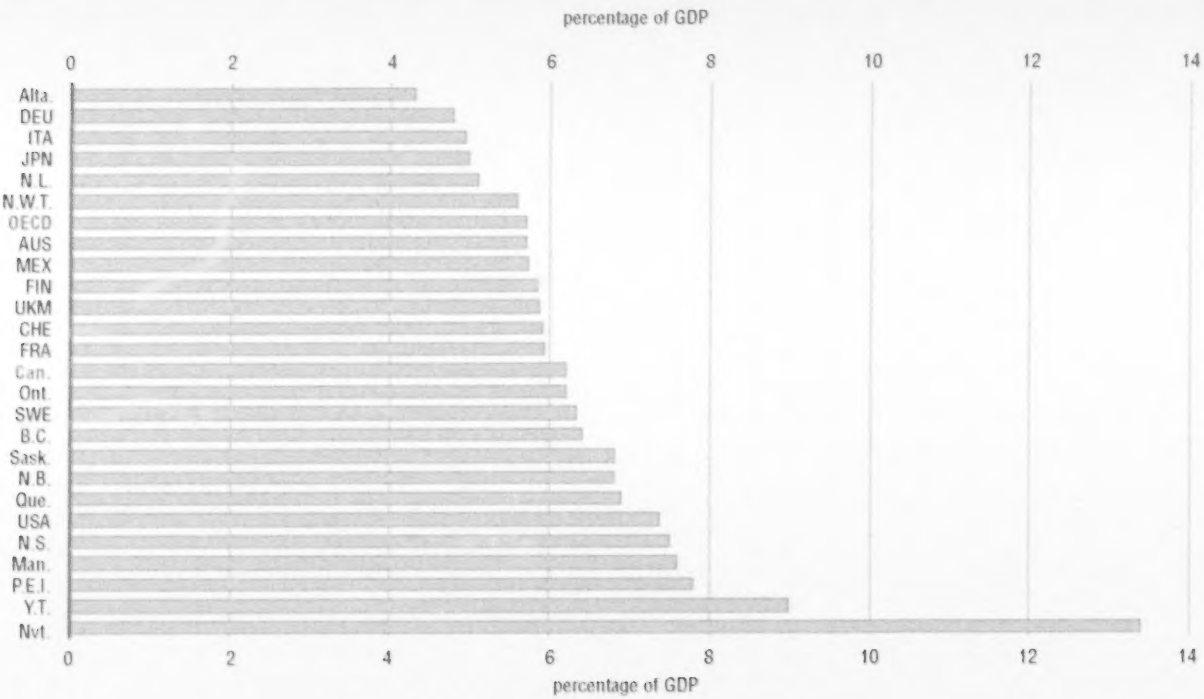
Observations

The proportion of national wealth invested in educational institutions varied greatly from one country to another in 2006 (in 2005 for Canada), from 2.7% in Turkey to 8.0% in Iceland (Table B.1.1). With 6.2% of its GDP allocated to educational institutions, Canada devoted more than the average of 5.7% registered in the OECD countries for which data are available. This placed Canada seventh behind Iceland (8.0%), the United States (7.4%), Denmark (7.3%), Korea (7.3%), New Zealand (6.3%) and Sweden (6.3%).

The financial commitment to educational institutions also varied from one province or territory to another (Chart B.1.1). While 4.3% of Alberta's GDP was invested in educational institutions in 2005, more than double that proportion was invested in Yukon and Nunavut: 9.0% and 13.4%, respectively. The proportion of provincial GDP invested by Prince Edward Island (7.8%), Manitoba (7.6%) and Nova Scotia (7.5%) was slightly higher than the figure for the United States (7.4%). The proportions in Quebec and Ontario were 6.9% and 6.2%, respectively, and the figures from New Brunswick (6.8%), Saskatchewan (6.8%) and British Columbia (6.4%) fell in between. In Newfoundland and Labrador (5.1%) and the Northwest Territories (5.6%), as in Alberta (4.3%), the proportion of GDP allocated to education was below the average for OECD countries (5.7%)—and also below the average for Canada (6.2%). The situation in Alberta presents an example in which the low relative proportion of GDP devoted to education cannot be attributed to low amounts allocated to educational institutions; instead, it is due to relatively high provincial wealth: Alberta's per capita GDP is more than one and a half times that of Ontario's, but the amounts invested in education depend more on the number of students in the system than on the relative wealth of the province: on a per capita basis, the two provinces invest nearly the same amounts in education.

Chart B.1.1

Public and private expenditure on educational institutions as a percentage of GDP, all levels of education, 2006



Note: International codes (e.g., AUS for Australia) are used here to label OECD member countries. See the "Notes to readers" for a complete list of these abbreviations and the corresponding country names.

Source: Table B.1.1.

In the OECD countries overall, more than half of the budget allocated to educational institutions is invested in primary, secondary and postsecondary non-tertiary education (Table B.1.1). This is not surprising, since primary and lower secondary education is compulsory and enrolments in upper secondary education are generally high. In Canada, 58% (3.6% out of 6.2%) of the national wealth invested in education in 2005 was allocated to these types of education, less than the average of 65% for the OECD countries.[11] With 3.6% of its GDP allocated to primary, secondary and postsecondary non-tertiary education, Canada rests in the middle of the OECD countries.

All provinces and territories allocated over half of their education budgets to primary, secondary and postsecondary non-tertiary education in 2005 (Table B.1.1, columns 2 and 9). In Prince Edward Island, Newfoundland and Labrador, Nova Scotia, Quebec, and British Columbia, the proportions were below the 58.1% figure for Canada. Alberta's figure matched that for Canada, while the proportions for the

11. The fact that Canada classifies expenditure by education level in a way that differs slightly from that of most other countries—expenditure on pre-elementary education is grouped with expenditure at the elementary and secondary levels, while expenditure on postsecondary non-tertiary education (essentially technical and vocational training) is grouped with tertiary-type B expenditure—should not affect comparability, since expenditure at the elementary and secondary levels is dominant.

remaining provinces were above the national average, ranging from 58.8% in New Brunswick to 65.8% in Manitoba. Seventy percent or more of the budget dedicated to education in Nunavut, the Northwest Territories, and Yukon was assigned to primary, secondary and postsecondary non-tertiary education, as expected considering there are few schools at the tertiary level in Canada's territories.

In 2005, 42%[12] (2.6% out of 6.2%) of the share of the GDP that Canada invested in education was allocated to the tertiary sector (Table B.1.1, columns 6 and 9). This means that, among the OECD countries, Canada allocated the largest share of education spending to tertiary education. Comparable figures for the United States and Korea were 39% and 34%, respectively.

All Canadian provinces exceeded the OECD average with regard to the share of the education budget allocated to tertiary education. Prince Edward Island allocated 49% (3.8% out of 7.8%) of its education budget to tertiary education; Nova Scotia, 47%, Quebec, 45%, and Newfoundland and Labrador, 45%. British Columbia (44%) was above the average for Canada, while Alberta, with 42%, was equal to the Canada average. The proportion of the budget allocated to tertiary education in New Brunswick (41%) and Saskatchewan (41%) was above that registered in the United States (39%). The figures in Ontario and Manitoba were 39% and 34%, respectively.

Definitions, sources and methodology

This indicator shows expenditure (public and private) with regard to educational institutions as a percentage of gross domestic product (GDP), by educational attainment and for all categories of education combined.

Expenditure on educational institutions includes expenditure on both instructional and non-instructional educational institutions. *Instructional educational institutions* are entities that provide instructional programmes (e.g., teaching) to individuals directly in an organized group setting or through distance education.[13] *Non-instructional educational institutions* are entities that provide advisory, administrative or professional services to other educational institutions but do not enrol students themselves.

The data refer to the 2006 financial year (2005 for Canada) and are based on the UOE data collection on educational systems that is conducted jointly by three international organizations—UNESCO, the OECD and Eurostat—and was administered in 2008 by the OECD. The financial data for Canada are drawn from six Statistics Canada surveys[14] and exclude expenditure related to debt service. GDP data are provided by the System of National Accounts Branch.

Note: The corresponding OECD indicator is B2, *What proportion of national wealth is spent on education?*.

12. When combined with the 2005 figure of 58% (3.6% out of 6.2%) of national wealth invested in primary, secondary and postsecondary non-tertiary education in Canada, the 42% (2.6% out of 6.2%) for tertiary education totals to 100%. However, the corresponding figures for the provinces/territories may be affected by rounding; that is, the two figures may not add to 100%.
13. Business enterprises or other institutions providing short-term courses of training or instruction to individuals on a one-to-one basis are excluded.
14. Survey of Uniform Financial System - School Boards; Survey of Financial Statistics of Private Elementary and Secondary Schools; Financial Information of Universities and Colleges Survey; Survey of Federal Government Expenditures in Support of Education; Provincial Expenditures on Education in Reform and Correctional Institutions; and Financial Statistics of Community Colleges and Vocational Schools.

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Distribution of expenditures on education

B2

Context

This indicator provides information on education expenditures by identifying the proportion of budgets allocated to current and capital expenditures.[15] A breakdown of current expenditures is also presented.

Comparing the way in which OECD countries distribute their education expenditures among different categories gives an idea of the organization and functioning of educational institutions. This distribution is likely to be influenced by a number of factors, including compensation for teachers, the generosity of pension plans, the size of the non-teaching staff, and the different needs for infrastructure.

Budget allocation can affect the quality of services, the condition of equipment, and the ability of the education system to adapt to changes in enrolments. Both budgetary and structural decisions taken at the system level have repercussions extending into the classroom: they influence the nature of instruction and the conditions in which it is provided.

Observations

The relative share of current expenditure varied considerably from one OECD country to another in 2006 (in 2005 for Canada): from 84% in Luxembourg to 98% in Portugal at the primary, secondary and postsecondary non-tertiary level (Table B.2.1, column 1), and from less than 80% in Turkey to more than 95% in Belgium, Denmark, Finland, Mexico, and Sweden at the tertiary level (Table B.2.1, column 7).

The proportions of education expenditures allocated to current expenditures were relatively high in Canada in 2005: 93% for primary, secondary and postsecondary non-tertiary, and 92% for tertiary (Table B.2.1, columns 1 and 7, respectively). Both of these figures slightly exceed the average proportions for the OECD countries (92% and 90%, respectively).[16]

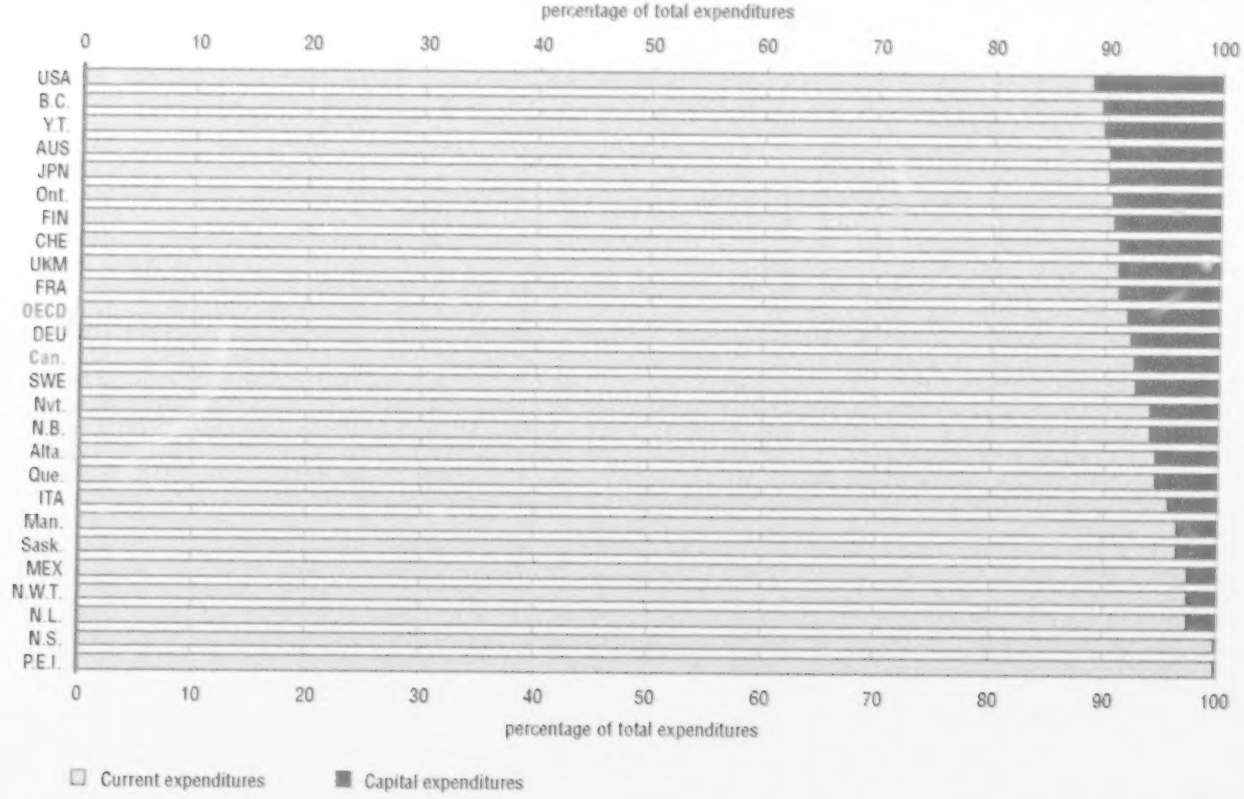
15. Current expenditures comprise spending on school resources used each year for the operation of schools. Capital expenditures cover spending on assets that last longer than one year and include spending on the construction, renovation and major repair of buildings.

16. In Canada, however, expenditures for postsecondary non-tertiary education are aggregated with those for tertiary-type 5B education. This is not expected to have a substantial effect on ratios or data comparability, considering the minimal relative weight of this expenditure.

In the primary, secondary and postsecondary non-tertiary category, the share allocated to current expenditure was below the 93% for Canada in Ontario (91%), British Columbia (90%) and Yukon (90%). For tertiary, this proportion was below the figure for Canada (92%) in British Columbia (88%), Alberta (88%) and Prince Edward Island (82%) (Table B.2.1, columns 1 and 7; Charts B.2.1.1 and B.2.1.2).

Chart B.2.1.1

Distribution of total expenditures on educational institutions for primary, secondary and postsecondary non-tertiary education, 2006

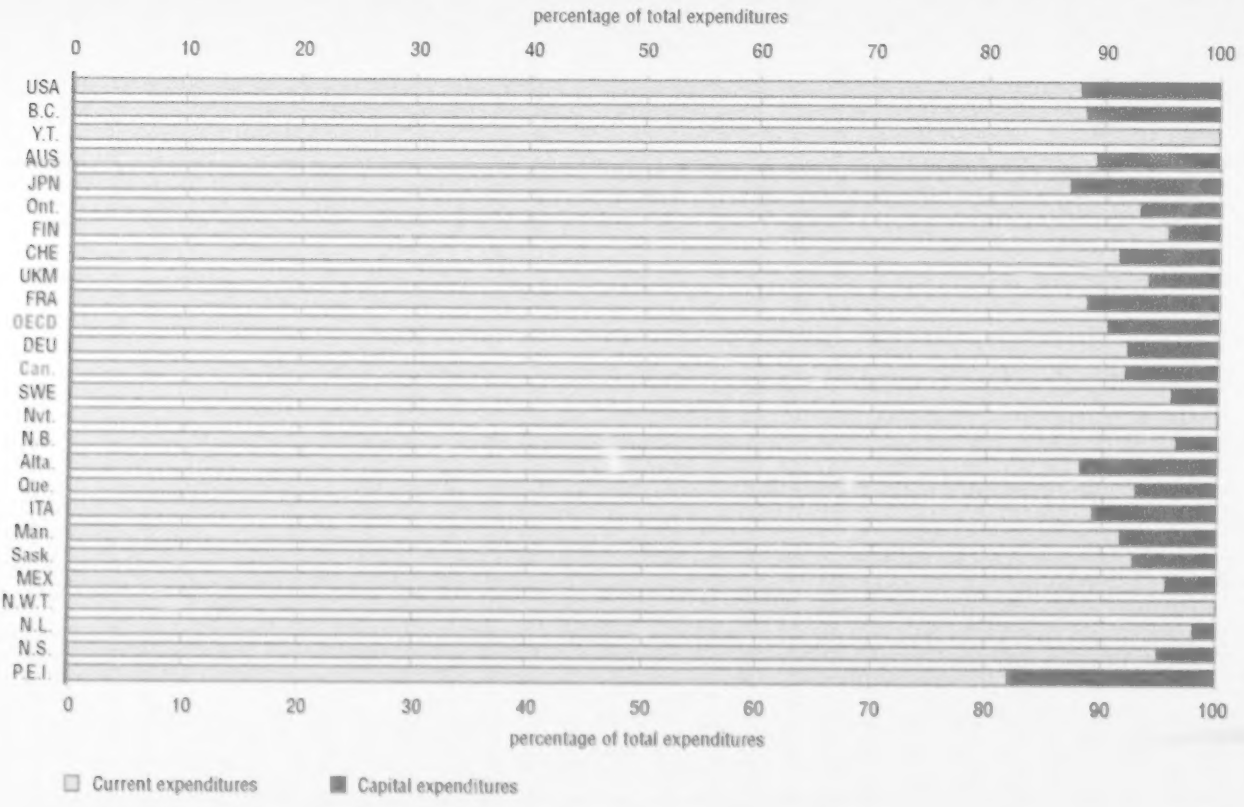


Note: International codes (e.g., AUS for Australia) are used here to label OECD member countries. See the "Notes to readers" for a complete list of these abbreviations and the corresponding country names.

Source: Table B.2.1.

Chart B.2.1.2

Distribution of total expenditures on educational institutions for tertiary education, 2006



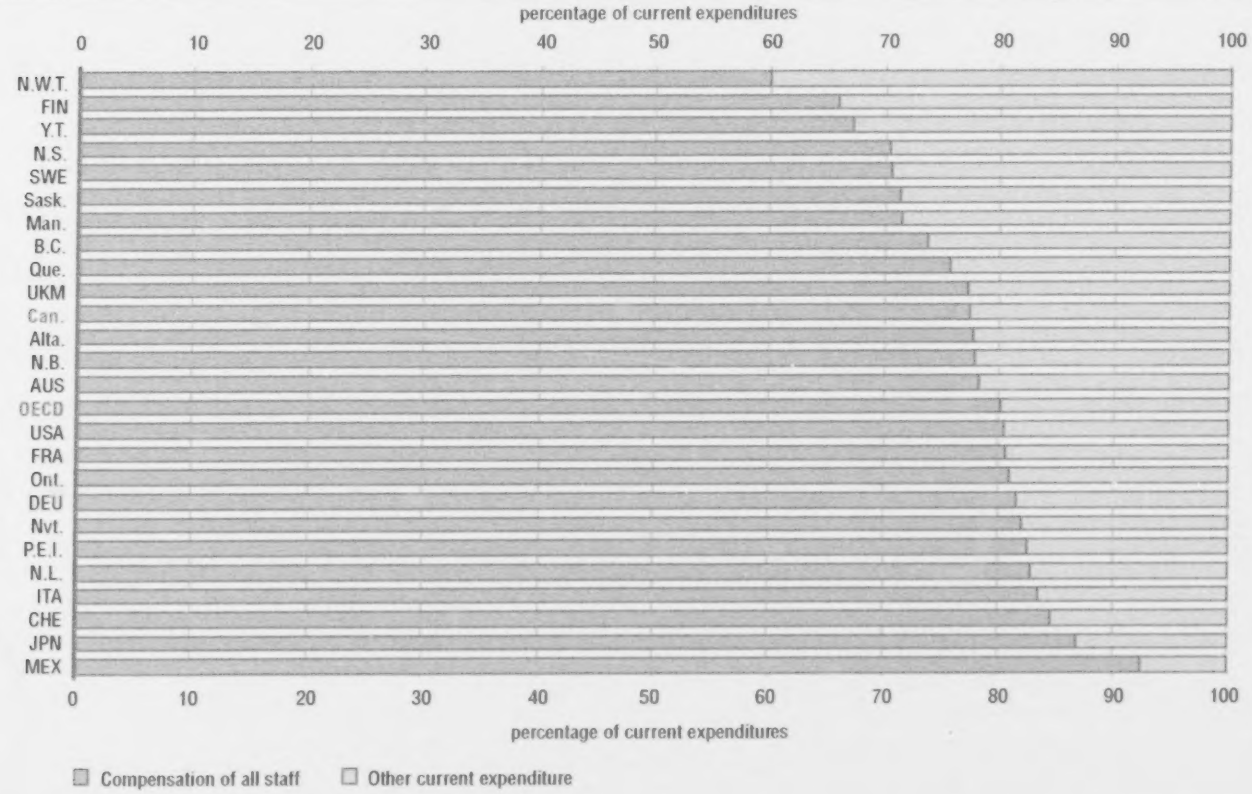
Note: International codes (e.g., AUS for Australia) are used here to label OECD member countries. See the "Notes to readers" for a complete list of these abbreviations and the corresponding country names.

Source: Table B.2.1.

Current expenditure may be subdivided into three broad categories: compensation of teachers, compensation of other staff, and other current expenditures (teaching materials and supplies, regular maintenance and cleaning of school buildings, preparation of students' meals, and rental of school facilities). The compensation of staff, particularly teachers, accounts for the largest proportion of current expenditure in all OECD countries (Table B.2.1, column 5, and Chart B.2.2). The proportion of current expenditure allocated to compensation of all staff varied from one OECD country to another in 2006: from 61% in the Czech Republic to 92% in Mexico at the primary, secondary and postsecondary non-tertiary level. At the tertiary level (Table B.2.1, column 11), figures ranged from 50% in the Slovak Republic to 80% and over in France, Iceland, and Spain. In Canada, 77% of current expenditure at the primary, elementary and postsecondary non-tertiary level was allocated to compensation of all staff in 2005; at the tertiary level, the figure was 63%. Both of these figures were below the respective averages for OECD countries (80% and 68%).

Chart B.2.2

Distribution of current expenditures on educational institutions for primary, secondary and postsecondary non-tertiary education, 2006



Note: International codes (e.g., AUS for Australia) are used here to label OECD member countries. See the "Notes to readers" for a complete list of these abbreviations and the corresponding country names.

Source: Table B.2.1.

As was the case for Canada overall, the proportion of current expenditure allocated to compensation of all staff employed in education was larger for the primary, secondary and postsecondary non-tertiary category than for the tertiary category in all provinces and in the Northwest Territories and Nunavut (Table B.2.1, columns 5 and 11, and Chart B.2.2). The proportion in primary, secondary and postsecondary non-tertiary varied from 60% in the Northwest Territories to 83% in Newfoundland and Labrador and Prince Edward Island; for tertiary, figures ranged from 57% in the Northwest Territories to 75% in Yukon.

In 2006, most OECD countries allocated a larger proportion of their total expenditure on education to capital expenditure in tertiary education (9.7%); this compares with 8.0% for primary, secondary and postsecondary non-tertiary education (Table B.2.1, columns 8 and 2; Charts B.2.1.1 and B.2.1.2). This difference is largely due to more diversified and advanced teaching facilities at the tertiary level, as well as the construction of new infrastructure necessitated by increased enrolments at this level.

In Canada, 8.1% of education expenditure for tertiary education was allocated to capital expenditure in 2005; the OECD average was 9.7%. By comparison, 7.4% of the budget for primary, secondary and postsecondary non-tertiary was allocated to capital expenditures versus 8.0% for the OECD countries (Table B.2.1, columns 8 and 2; Charts B.2.1.1 and B.2.1.2). With the exception of Newfoundland and Labrador, New Brunswick, Ontario, and the three territories, the proportion allocated to capital expenditure was generally greater for tertiary education than for primary, secondary and postsecondary non-tertiary. (Yukon, the Northwest Territories and Nunavut have few institutions at the tertiary level.)

Definitions, sources and methodology

This indicator shows the proportion of budgets allocated to current and capital expenditures at different education levels.[17] It also shows the proportion of current expenditures allocated to compensation of teachers and of other staff, along with other current expenditures.

The distinction between current expenditures and capital expenditures is taken from the standard definition used in national income accounting. Current expenditures refer to resources used each year by institutions as they carry out their activities. Capital expenditures refer to assets that last longer than one year, including spending on new or replacement equipment and construction or renovation of buildings. Neither takes expenditures relating to debt service into account.[18]

The data refer to the 2006 financial year (2005 for Canada) and are based on the data collection on educational systems conducted jointly by three international organizations—UNESCO, the OECD and Eurostat—and administered in 2008 by the OECD. As with Indicator B1, the financial data for Canada are drawn from six Statistics Canada surveys.[19]

Note: The corresponding OECD indicator is B6, *On what resources and services is education funding spent?*.

17. Expenditures are based on accrual and cash (or fund) accounting, depending on the data source(s) used by the provinces/territories.
18. Some Canadian data sources include debt servicing, which may lead to different results.
19. Survey of Uniform Financial System - School Boards; Survey of Financial Statistics of Private Elementary and Secondary Schools; Financial Information of Universities and Colleges Survey; Survey of Federal Government Expenditures in Support of Education; Provincial Expenditures on Education in Reform and Correctional Institutions; and Financial Statistics of Community Colleges and Vocational Schools.

Chapter C

Access to education, participation and progression

International students

C1

Context

This indicator covers international students. It looks at the scope of the international mobility of students in OECD countries by showing the proportion of international students at different levels of tertiary education. It also examines the change in the number of foreign students over time.

The liberalization of markets and recent economic developments have generated an increase in the demand for new forms of qualifications in OECD countries. To deal with this new reality, societies are increasingly counting on tertiary education to endow students with a better knowledge of the diversity of languages, societies, and cultures in order to expand their employment prospects in a globalized economy.

Growing recognition of the importance of tertiary education as a determinant of higher earnings and employability has led to a growing demand for this type of education, which some countries may find difficult to meet. Therefore, students may need to leave their home country to pursue an education abroad. They are generally well received elsewhere because they represent an additional funding source. Some institutions find this so attractive that they even develop recruitment strategies to attract foreign students.

Observations

Registering in a foreign educational institution to pursue tertiary education is one of the options available to students who want to get to know different cultures and societies and, at the same time, improve their employment prospects. Many OECD countries have implemented policies and programs aimed at stimulating such mobility to establish cross-cultural relations and build social networks that will be valuable in the future.

In Canada,[20] about 8% of those enrolled in tertiary education were international students, a figure slightly above the average for the OECD countries for which data on international student mobility were available (7%) (Table C.1.1, column 1). With this percentage, Canada[21] ranked seventh, behind Australia (20%), the United Kingdom (15%), Switzerland (14%), New Zealand (14%), Austria (12%) and Ireland (9%). In Canada, the term "international students" refers to those foreign students

20. Canadian data are for the 2006 reference year.

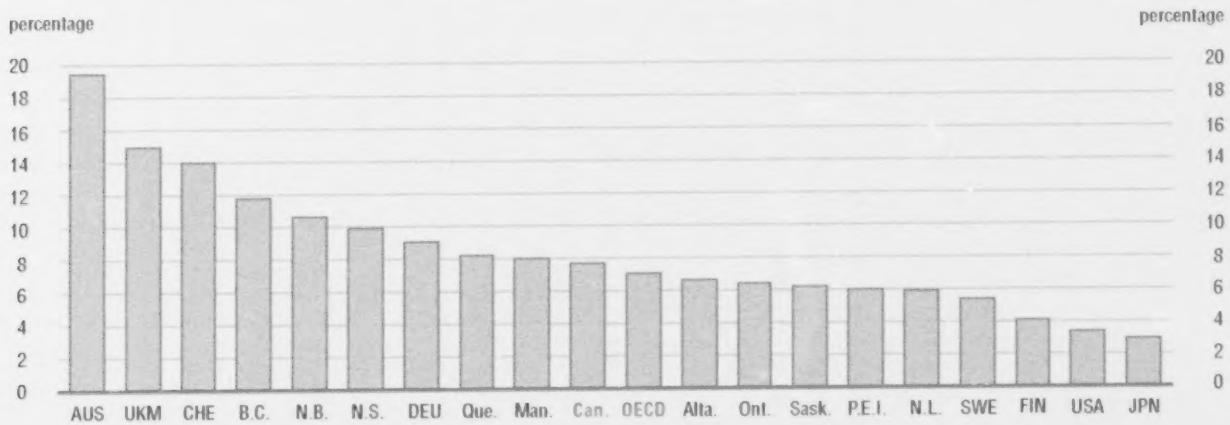
21. Canadian data include only tertiary-type A students and those who are in advanced research programmes (essentially university students), due to the lack of data on tertiary-type B students (essentially college students).

who are not Canadian citizens and who do not reside permanently in Canada. The "foreign students" category captures all foreign students who are not Canadian citizens, including those who are recognized as permanent residents in Canada.

Some provinces have higher proportions of international students than others (Table C.1.1 and Chart C.1.1). This is particularly noticeable in British Columbia, New Brunswick, and Nova Scotia, where 10% or more of those individuals enrolled in tertiary education were international students. Saskatchewan, Prince Edward Island, and Newfoundland and Labrador, meanwhile, registered about half this proportion, with 6% each. With international students accounting for 8% of persons enrolled in tertiary education, Quebec and Manitoba posted proportions similar to the national average. The proportion of international students in Alberta and in Ontario, though slightly lower, was similar to the average for OECD countries (7%).

Chart C.1.1

Percentage of international students in tertiary enrolments, 2007



Note: International codes (e.g., AUS for Australia) are used here to label OECD member countries. See the "Notes to readers" for a complete list of these abbreviations and the corresponding country names.

Source: Table C.1.1.

Considering the efforts that some countries make to attract foreign students, it is not surprising to find that the number of foreign students varies not only from country to country, but also over time. The data in Table C.1.1 (column 10) show that between 2000 and 2007 (2006 for Canada), the number of foreign students increased at an average rate of over 30% per year in Korea and New Zealand. This number rose by 5% or less on average in Austria, Germany, the Slovak Republic, the United States, Turkey, and Belgium. In Canada, the number of foreign students who came to the country for tertiary education rose by 8.9% a year on average between 2000 and 2006. This increase placed Canada 13th among the OECD countries, slightly below the 9.5% registered in Japan.

Manitoba, Prince Edward Island, New Brunswick, and Nova Scotia posted the strongest growth of foreign enrolments in tertiary education, with average annual increases of more than 10% between 2000 and 2006 (Table C.1.1, column 10). Most of the other provinces also registered increases, albeit less substantial ones (ranging from an average of 7.2% per year in Alberta to 9.6% in Ontario). Among all provinces

and OECD countries for which data are available on changes in the number of foreign students over time, only Saskatchewan saw this number decline between 2000 and 2006 (at an average rate of 1.8% per year).

Definitions, sources and methodology

This indicator examines the proportion of international and foreign students at different levels of tertiary education. It also provides insight into the change in the number of foreign students between 2006 and 2007 (at all levels of tertiary education).

International students are those who, for the specific purpose of pursuing their education, go to a country other than their country of residence or the country in which they were previously educated. These students may be defined on the basis of either the country of which they were permanent residents or the country in which they were previously educated (regardless of their nationality). In Canada, this concept includes students who are not Canadian citizens and who do not reside permanently in Canada.[22] *Foreign students* are those who are educated in a country for which they do not hold citizenship. In Canada, as in other countries, this concept covers all students who are not Canadian citizens (it therefore includes permanent residents).

The proportion of international students at a given education level is obtained by dividing the number of students who are not Canadian citizens and who are not permanent residents of Canada by the total number of students at that level, and multiplying this ratio by 100. The proportion of foreign students at a given education level is obtained by dividing the number of students who are not Canadian citizens by the total number of students, and multiplying this ratio by 100. The total number of students includes all individuals educated in Canada, whether they are Canadian citizens or foreign nationals, but it excludes all Canadian citizens who are educated abroad.

The data on foreign students and international students reflect the 2006/2007 academic year (2005/2006 for Canada) and are drawn from the UOE collection of statistical data on education, which was carried out by the OECD in 2008. The Canadian data are drawn from Statistics Canada's Postsecondary Student Information System (PSIS).[23]

Note: The corresponding OECD indicator is C2, *Who studies abroad and where?*.

22. The country of permanent residence for students who are not Canadian citizens and for those who are not permanent residents of Canada is assumed to be their country of citizenship (given the problems of accurate reporting of the country of permanent residence). Based on an examination of the data, this seems to be a reasonable assumption.

23. For more details on the Postsecondary Student Information System, please see the "Definitions, sources and methodology" section for Indicator A3.

33. $2x + y = 8$
$y + 2 = 0$
35. $x - y + 6 = 0$
$2x - y - 5 = 0$
37. $y = -2(4 - x)$
$y + 8 = 2x$
$\frac{1}{3}x + \frac{2}{9}y = 5$
32. $3x + y =$
$2y + 10 =$
34. $y = 3x - 2$
$y = 4$
$+ 2y + 8 =$
$- 16 = 0$

Transition to the labour market

C2

Context

This indicator focuses on the transition from education to the working world. It shows the proportion of individuals between 15 and 29 years of age who are in education and not in education, and it presents the employment situation of the individuals within these two groups. It is helpful for understanding certain aspects of the transition from education to work in a changing world, where these two situations appear less and less as separate and successive stages.

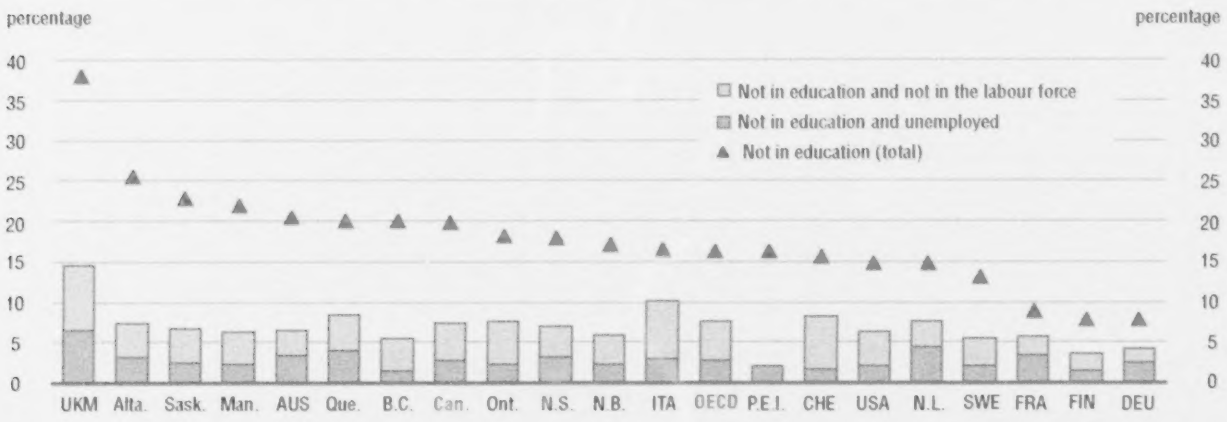
In most OECD countries, education policy seeks to encourage young people to complete at least their secondary education. However, the decisions that young people make regarding their education are also influenced by economic conditions, in that they may be inclined to continue their education when the labour market is slack and to enter the labour force when the market is vibrant. Since many jobs offered on the labour market require more specialized knowledge than ever before, individuals with a low education level are often penalized.

Observations

Compared with the other OECD countries, in 2007, Canada had a relatively high proportion of 15- to 19-year-olds (20%) who were no longer pursuing an education. While this was higher than the average of 16% observed among OECD countries, Canada, along with Australia and Portugal, had the fifth highest proportion of young people no longer in education; only Turkey (55%), the United Kingdom (38%), New Zealand (27%) and Spain (22%) registered higher proportions (Chart C.2.1 and Table C.2.1, column 9). The proportion of 15- to 19-year-olds no longer in education also varied from one province to another, from 15% in Newfoundland and Labrador—a situation similar to that of the United States (15%)—to 26% in Alberta. Considering that schooling is compulsory to age 16 at a minimum in all provinces (18 in Ontario and New Brunswick), this means that a fairly large proportion of young people—larger than in most other countries—leave the education system with the bare minimum (for some even less) as a basis for further learning through their workplace or through later reconnection with the education system.

Chart C.2.1

Percentage of 15- to 19-year-olds not in education and unemployed or not in the labour force, 2007



Note: International codes (e.g., AUS for Australia) are used here to label OECD member countries. See the "Notes to readers" for a complete list of these abbreviations and the corresponding country names.

Source: Table C.2.1.

Being unemployed or not in the labour force is more often the lot of the youngest of young people who are no longer in school; that is, the 15- to 19-year-olds compared with their elders (Table C.2.1, relative importance of columns 7 and 8 to column 9). Owing to their youth, those aged 15 to 19 will have relatively lower educational attainment than those in older age groups, which could negatively affect their employability. In Canada, among those not in education, the proportion of unemployed and not in the labour force was 37% among the 15- to 19-year-olds, but only 17% among the 25- to 29-year-olds. The 20-percentage-point gap between these two figures is a measure of the relative difficulty that the younger group may encounter in finding employment or keeping a job. A comparison with the OECD gap of 27 percentage points, indicates that although 15- to 19-year-olds in Canada are more likely than their counterparts in most OECD countries to no longer be in education, they fare better in terms of integrating into the labour market. Among the provinces, Quebec and Ontario registered the largest gaps between the two groups of young people who were either unemployed or not in the labour force: both 24 percentage points.

While it is necessary to emphasize the relative difficulties that the younger group no longer in education face in the labour market relative to an older group of young people, likely more educated on average, it is also important to compare the employment situation of this younger group across countries. In this respect, the Canadian situation also appears better than the OECD average: the employment rate of not-in-school 15- to 19-year-olds was 63% in Canada in 2007, compared with 56% as the average for the 27 OECD countries with comparable data (Table C.2.1, relative importance of column 6 to column 9). It compares favourably with most other large OECD countries: 57% in the United States, 62% in the United Kingdom, 46% in Germany, and 35% in France, but unfavourably with the rate of 68% in Australia. However, it is worth noting that the unfavourable situation of these young people in Germany and France should be weighed against the fact that far fewer young people of this age are not in education (8% and 9%, respectively, compared with 20% in Canada) (Table C.2.1, column 9).

As observed with respect to the OECD countries, some provinces were more successful than others in meeting the challenge of integrating young adults with relatively low educational attainment into the labour force. In the Western provinces, the association of relatively high employment rates (above 70%) and relatively high proportions of young people not in education (20% to 26%), shows that labour markets with shortages draw young people even with low educational attainment. In New Brunswick, compulsory education until age 18 is likely one of the factors explaining why this province experiences one of the lowest proportions in Canada of young people not in school (17%) and an employment rate for these young people (65%) that is higher than the labour market conditions in this province would lead one to expect.[24] The situation in the other provinces appears more typical of the difficulties young people may expect when leaving the education system early.

Definitions, sources and methodology

The indicator is calculated using cross-tabulations for the variables of age, school attendance and labour force status. Individuals are categorized according to whether or not they are in the education system and according to their labour force status (employed, unemployed, or not in the labour force). In the case of those who are in the education system and employed, a distinction is made between those who are enrolled in an official work-study programme and those who hold a job and are also studying. The different distributions are then shown for three separate age groups (15 to 19, 20 to 24, and 25 to 29).

Individuals in education are those who are studying full time or part time. Employment status is defined in accordance with the guidelines of the International Labour Organization (ILO), with the exception of individuals enrolled in work-study programmes. The latter have been classified separately into "in education" and "employed," regardless of their employment situation under the ILO guidelines during the reference week. The employment rate and the unemployment rate are, respectively, the proportion of employed and the proportion of unemployed within the total reference population. The *employed* are defined as those who during the survey reference week: *i)* work for pay (employees) or profit (self-employed and unpaid family workers) for at least one hour; or *ii)* have a job but are temporarily not at work (through injury, illness, holiday, strike or lock-out, educational or training leave, maternity or parental leave, etc.). The *unemployed* are defined as individuals who are, during the survey reference week, without work, actively seeking employment and currently available to start work. And *not in the labour force* captures individuals who are not working and who are not unemployed, i.e., individuals who are not looking for a job.

The data are obtained from the Labour Force Survey (LFS).[25] They cover the first quarter or the average of the first three months of the calendar year, which excludes summer employment. The Canadian LFS does not collect data on official work-study programmes in which students might participate; in Canada, these would be considered education in the form of a co-op or student intern programme.

Note: The corresponding OECD indicator is C3, *How successful are students in moving from education to work?*.

24. According to the Labour Force Survey (LFS), the unemployment rate of the 25- to 64-year-olds was 6.8% in New Brunswick in 2007. By comparison, these rates were 5.2% and 6.3% in Ontario and Quebec, respectively.

25. For more details on the Labour Force Survey (LFS), please see the "Definitions, sources and methodology" sections for Indicators A1 and A5, as well as the "Notes to readers".

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Distribution of the 25- to 64-year-old population, by highest level of education attained, 2007

	Classification of the levels of education based on the International Standard Classification of Education (ISCED-97)									
				Upper secondary education			Tertiary education			
	ISCED 0/1 (Pre-primary and primary)	ISCED 2 (Lower secondary)	ISCED 3C (Short programme)	ISCED 3C (Long programme)/3B	ISCED 3A	ISCED 4 (Post-secondary non-tertiary education)	ISCED 5B (Type B)	ISCED 5A (Type A)	ISCED 6 (Advanced research programmes)	All levels of education
	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10
	percentage	percentage	percentage	percentage		percentage	percentage			percentage
OECD countries										
Australia	8	24	[5]	[5]	31	3	10	24	[8]	100
Austria	[2]	18	1	47	6	9	7	10	[8]	100
Belgium	14	18	...	10	24	2	18	14	1	100
Canada	4	9	...	[5]	26	12	24	25	[8]	100
Czech Republic	0 s	9	...	41	35	...	[8]	14	[8]	100
Denmark	1	22	2	37	6	0 s	7	25	1	100
Finland	10	10	...	...	44	0 s	15	20	1	100
France	13	18	...	31	11	0 s	11	15	1	100
Germany	3	13	...	50	3	7	9	14	1	100
Greece	26	11	3	3	26	8	7	15	0 s	100
Hungary	1	19	...	31	28	2	0 s	17	0 s	100
Iceland	3	24	9	13	10	11	4	25	1	100
Ireland	15	17	0 s	[5]	25	11	11	21	0 s	100
Italy	15	32	1	7	30	1	1	13	0 s	100
Japan	[5]	[5]	[5]	[5]	59	...	18	23	[8]	100
Korea	11	12	...	[5]	43	...	10	24	[8]	100
Luxembourg	18	9	7	17	19	4	9	17	1	100
Mexico	47	20	...	...	18	...	...	15	[8]	100
Netherlands	7	20	[4]	16	23	3	2	28	1	100
New Zealand	[2]	21	8	10	9	11	16	25	[8]	100
Norway	0 s	21	...	30	11	3	2	31	1	100
Poland	[2]	14	...	33	31	4	[8]	19	[8]	100
Portugal	56	16	[5]	[5]	13	1	[8]	13	1	100
Slovak Republic	1	12	[4]	35	38	[5]	1	13	0 s	100
Spain	22	27	...	8	14	0 s	9	19	1	100
Sweden	6	10	...	[5]	47	6	9	23	[8]	100
Switzerland	3	9	1	46	6	3	10	19	3	100
Turkey	61	10	...	8	10	...	[8]	11	[8]	100
United Kingdom	0 s	14	18	30	7	0 s	9	22	1	100
United States	4	8	[5]	[5]	48	[5]	9	30	1	100
Provinces										
Newfoundland and Labrador	8	13	...	[5]	24	21	20	15	[8]	100
Prince Edward Island	6	12	...	[5]	26	10	27	18	[8]	100
Nova Scotia	4	12	...	[5]	24	15	24	21	[8]	100
New Brunswick	8	11	...	[5]	28	10	26	18	[8]	100
Quebec	7	10	...	[5]	21	16	22	23	[8]	100
Ontario	3	8	...	[5]	26	8	27	28	[8]	100
Manitoba	4	13	...	[5]	31	10	21	21	[8]	100
Saskatchewan	3	12	...	[5]	32	19	17	18	[8]	100
Alberta	2	9	...	[5]	29	15	21	23	[8]	100
British Columbia	3	8	...	[5]	31	13	20	26	[8]	100

... not applicable

0 s value rounded to 0 (zero) where there is a meaningful distinction between true zero and the value that was rounded

Note: [ ] Data included in column of the table whose number is shown in the squared brackets.

Sources: Organisation for Economic Co-operation and Development (OECD), 2009, *Education at a Glance 2009: OECD Indicators*, Table A1.1a., Educational attainment: adult population (2007), (www.oecd.org/edu/eag2009); Statistics Canada, Labour Force Survey (LFS).

Table A.1.2

Percentage of population that has attained at least upper secondary education,[1] by age group, 2007

	Age group				
	25 to 64	25 to 34	35 to 44	45 to 54	55 to 64
	percentage				
OECD countries					
Australia	68	81	70	64	54
Austria	80	87	84	78	70
Belgium	67	82	74	60	50
Canada	87	91	90	86	78
Czech Republic	91	94	94	89	85
Denmark	75	85	80	71	66
Finland	81	90	87	81	65
France	69	83	74	63	53
Germany	84	85	86	85	81
Greece	60	75	67	53	37
Hungary	79	85	83	79	68
Iceland	65	69	70	62	54
Ireland	68	83	72	60	42
Italy	52	68	56	48	34
Korea	78	97	92	65	39
Luxembourg	66	77	67	62	53
Mexico	33	39	37	29	18
Netherlands	73	83	77	71	61
New Zealand	72	80	74	70	60
Norway	79	83	80	77	76
Poland	86	92	90	86	74
Portugal	27	44	27	20	13
Slovak Republic	87	94	92	86	71
Spain	51	65	56	44	28
Sweden	85	91	90	83	74
Switzerland	86	90	87	85	81
Turkey	29	38	26	22	16
United Kingdom	68	75	69	66	61
United States	88	87	88	89	87
OECD average	70	79	74	67	57
EU19 average[2]	71	81	75	68	57
Provinces					
Newfoundland and Labrador	79	92	83	76	66
Prince Edward Island	81	91	85	79	72
Nova Scotia	84	92	87	83	73
New Brunswick	81	91	86	80	69
Quebec	83	89	87	83	72
Ontario	89	93	91	88	81
Manitoba	83	87	87	83	75
Saskatchewan	85	91	88	85	76
Alberta	89	91	90	88	83
British Columbia	89	92	91	88	85

1. Excluding ISCED 3C short programmes.
2. The EU19 average is calculated as the unweighted mean of the data values of the 19 OECD countries that are members of the European Union for which data are available or can be estimated: Austria, Belgium, the Czech Republic, Denmark, Finland, France, Germany, Greece, Hungary, Italy, Ireland, Luxembourg, the Netherlands, Poland, Portugal, the Slovak Republic, Spain, Sweden, and the United Kingdom.

Sources: Organisation for Economic Co-operation and Development (OECD), 2009, *Education at a Glance 2009: OECD Indicators*, Table A1.2a., Population with at least upper secondary education (2007), (www.oecd.org/edu/eag2009); Statistics Canada, Labour Force Survey (LFS).

Table A.1.3

Percentage of population that has attained tertiary education, by age group, 2007

	Classification of the levels of education based on the International Standard Classification of Education (ISCED-97)									
	ISCED 5B (Tertiary-type B)					ISCED 5A/6 (Tertiary-type A and Advanced research programmes)				
	Age group					Age group				
	25 to 64	25 to 34	35 to 44	45 to 54	55 to 64	25 to 64	25 to 34	35 to 44	45 to 54	55 to 64
	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10
	percentage					percentage				
OECD countries										
Australia	10	10	9	10	9	24	31	25	22	18
Austria	7	6	7	8	7	10	13	12	9	7
Belgium	18	23	19	16	13	14	18	16	12	9
Canada	24	26	26	23	18	25	29	26	21	21
Czech Republic	[11]	[12]	[13]	[14]	[15]	14	15	14	14	11
Denmark	7	8	7	6	5	25	32	27	24	19
Finland	15	8	20	18	15	21	32	22	17	14
France	11	18	12	8	5	16	24	17	12	11
Germany	9	6	9	10	9	16	16	16	15	14
Greece	7	9	9	6	4	15	19	17	14	10
Hungary	0 s	1	0 s	0 s	0 s	18	21	17	16	16
Iceland	4	3	4	4	2	26	28	31	23	20
Ireland	11	14	13	9	6	21	30	22	16	11
Italy	1	1	1	1	0 s	13	18	13	11	9
Japan	18	25	22	16	9	23	29	24	25	15
Korea	10	22	10	4	1	24	34	30	17	10
Luxembourg	9	12	8	7	8	18	24	19	15	11
Mexico	1	1	1	1	1	15	18	15	14	8
Netherlands	2	2	2	2	2	29	35	29	28	24
New Zealand	16	14	15	17	17	25	33	26	22	18
Norway	2	2	2	3	3	32	41	34	28	24
Poland	[11]	[12]	[13]	[14]	[15]	19	30	18	13	12
Portugal	[11]	[12]	[13]	[14]	[15]	14	21	14	10	7
Slovak Republic	1	1	1	1	1	13	17	12	13	10
Spain	9	13	11	6	4	20	26	22	17	12
Sweden	9	8	9	9	8	23	31	22	20	18
Switzerland	10	9	11	10	9	21	26	23	20	17
Turkey	[11]	[12]	[13]	[14]	[15]	11	14	10	9	8
United Kingdom	9	8	10	10	8	23	29	22	21	17
United States	9	9	10	10	8	31	31	33	30	30
OECD average	9	10	10	9	7	20	26	21	18	14
EU19 average[1]	8	9	9	9	7	18	24	19	16	13
Provinces										
Newfoundland and Labrador	20	25	24	18	12	15	24	15	11	11
Prince Edward Island	27	31	30	26	22	18	24	17	15	16
Nova Scotia	24	27	28	22	21	21	28	21	19	16
New Brunswick	26	32	29	26	19	18	24	19	14	14
Quebec	22	27	26	22	15	23	28	26	20	18
Ontario	27	30	29	27	21	28	33	30	24	23
Manitoba	21	19	24	21	20	21	26	23	19	17
Saskatchewan	17	18	17	17	15	18	21	19	16	16
Alberta	21	22	23	21	19	23	26	24	21	21
British Columbia	20	21	22	20	16	26	28	27	23	24

Table A.1.3 (concluded)

Percentage of population that has attained tertiary education, by age group, 2007

	Classification of the levels of education based on the International Standard Classification of Education (ISCED-97)				
	Total tertiary				
	Age group				
	25 to 64	25 to 34	35 to 44	45 to 54	55 to 64
	Column 11	Column 12	Column 13	Column 14	Column 15
	percentage				
OECD countries					
Australia	34	41	34	32	27
Austria	18	19	19	17	14
Belgium	32	41	36	28	22
Canada	48	56	53	45	39
Czech Republic	14	15	14	14	11
Denmark	32	40	34	30	24
Finland	36	39	43	36	28
France	27	41	29	20	17
Germany	24	23	26	25	23
Greece	23	28	26	21	14
Hungary	18	22	17	16	16
Iceland	30	31	35	28	23
Ireland	32	44	34	25	17
Italy	14	19	14	11	9
Japan	41	54	46	41	24
Korea	35	56	40	21	11
Luxembourg	27	36	27	22	19
Mexico	16	19	16	15	9
Netherlands	31	37	31	30	26
New Zealand	41	47	41	39	35
Norway	34	43	36	31	26
Poland	19	30	18	13	12
Portugal	14	21	14	10	7
Slovak Republic	14	17	13	14	11
Spain	29	39	32	23	16
Sweden	31	40	31	29	26
Switzerland	31	35	34	30	26
Turkey	11	14	10	9	8
United Kingdom	32	37	32	31	25
United States	40	40	42	40	39
OECD average	28	34	29	25	20
EU19 average[1]	24	31	26	22	18
Provinces					
Newfoundland and Labrador	34	48	40	29	23
Prince Edward Island	45	54	47	41	38
Nova Scotia	45	55	49	41	37
New Brunswick	44	56	48	39	33
Quebec	45	55	51	41	33
Ontario	55	63	59	50	44
Manitoba	42	45	46	40	37
Saskatchewan	35	39	36	33	31
Alberta	44	48	46	42	39
British Columbia	45	49	49	43	40

1. The EU19 average is calculated as the unweighted mean of the data values of the 19 OECD countries that are members of the European Union for which data are available or can be estimated: Austria, Belgium, the Czech Republic, Denmark, Finland, France, Germany, Greece, Hungary, Italy, Ireland, Luxembourg, the Netherlands, Poland, Portugal, the Slovak Republic, Spain, Sweden, and the United Kingdom.

Note: [ ] Data included in column of the table whose number is shown in the squared brackets.

Sources: Organisation for Economic Co-operation and Development (OECD), 2009, *Education at a Glance 2009: OECD Indicators*, Table A1.3a., Population with tertiary education (2007), (see www.oecd.org/edu/eag2009); Statistics Canada, Labour Force Survey (LFS).

Table A.2.1

Upper secondary graduation rates, by programme destination, programme orientation and sex, 2007

	Total (unduplicated)			ISCED 3A (designed to prepare for direct entry to tertiary-type A education)		ISCED 3B (designed to prepare for direct entry to tertiary-type B education)		ISCED 3C (long) similar to duration of typical 3A or 3B programmes	
	Both sexes	Males	Females	Both sexes	Females	Both sexes	Females	Both sexes	Females
	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9
	percentage			percentage		percentage		percentage	
OECD countries									
Australia[1]	..	..	..	68	74	[10]	[12]	38	40
Austria	..	..	..	17	21	51	44	2	2
Belgium	..	..	..	61	66	...	...	20	18
Canada[1]	78	74	83	75	80	...	...	8	8
Czech Republic	88	86	90	60	70	0 [5]	0 [5]	27	20
Denmark	85	78	93	55	66	...	...	47	49
Finland	97	92	102	97	102	...	...	...	...
France	..	..	..	52	60	12	11	4	4
Germany	100	99	100	41	47	58	53	...	...
Greece	96	93	99	66	74	...	...	30	26
Hungary	84	79	90	72	80	...	...	15	12
Iceland	86	69	104	59	76	1	2	37	28
Ireland	90	84	96	91	98	...	...	5	5
Italy	85	82	88	77	83	1	1	...	...
Japan	93	92	94	70	74	1	0 [5]	22	20
Korea	91	90	93	66	67	...	...	25	25
Luxembourg	75	70	79	43	52	10	8	20	18
Mexico	43	39	46	39	43	...	...	3	4
Netherlands	..	..	..	60	66	...	...	18	19
New Zealand	74	66	84	[1]	[3]	[1]	[3]	[1]	[3]
Norway	92	82	102	58	71	...	...	39	35
Poland	84	80	88	77	86	...	...	12	8
Portugal	65	56	74	65	74	[4]	[6]	[4]	[6]
Slovak Republic	85	82	87	73	80	...	...	19	14
Spain	74	67	82	45	53	...	...	19	19
Sweden	74	72	77	74	76	0 [5]	0 [5]	1	0 [5]
Switzerland	89	90	88	26	29	66	61	6	7
Turkey	58	63	54	58	54	...	...	...	...
United Kingdom	89	86	92	..	..	..	..	..	..
United States	78	77	78	..	..	..	..	..	..
OECD average	82	78	87	61	67	8	7	16	15
EU19 average[2]	85	80	89	63	70	8	7	14	13
Provinces and territories[1]									
Newfoundland and Labrador	83	81	86	83	86	...	...	0	0
Prince Edward Island	86	85	88	86	88	...	...	0	0
Nova Scotia	82	80	85	82	85	...	...	0	0
New Brunswick	86	82	89	86	89	...	...	0	0
Quebec	91	84	98	75	85	...	...	39	36
Ontario	72	68	76	72	76	...	...	0	0
Manitoba	78	74	83	78	83	...	...	0	0
Saskatchewan	87	83	90	87	90	...	...	0	0
Alberta	68	64	73	68	73	...	...	0	0
British Columbia	81	76	86	81	86	...	...	0	0
Yukon	64	62	65	64	65	...	...	0	0
Northwest Territories	57	53	62	57	62	...	...	0	0
Nunavut	28	25	32	28	32	...	...	0	0

Table A.2.1 (concluded)

Upper secondary graduation rates, by programme destination, programme orientation and sex, 2007

	ISCED 3C (short) shorter than duration of typical 3A or 3B programmes		General programmes		Pre-vocational / Vocational programmes	
	Both sexes	Females	Both sexes	Females	Both sexes	Females
	Column 10	Column 11	Column 12	Column 13	Column 14	Column 15
	percentage		percentage		percentage	
OECD countries						
Australia[1]	[10]	[12]	68	74	38	40
Austria	21	18	17	21	74	64
Belgium	11	14	37	42	55	57
Canada[1]	...	...	75	80	8	8
Czech Republic	...	...	21	26	67	64
Denmark	0 s	0 s	55	66	47	50
Finland	...	...	52	62	87	95
France	45	45	52	60	61	60
Germany	1	0 s	41	47	58	53
Greece	[10]	[12]	66	74	30	26
Hungary	[10]	[12]	72	80	15	12
Iceland	19	26	62	80	54	53
Ireland	23	36	68	71	52	68
Italy	22	20	34	45	66	58
Japan	[10]	[12]	70	74	23	20
Korea	...	...	66	67	25	25
Luxembourg	2	1	28	33	47	46
Mexico	...	...	39	43	3	4
Netherlands	21	17	35	38	64	64
New Zealand	[1]	[3]	[1]	[3]	[1]	[3]
Norway	..	..	58	71	39	35
Poland	...	...	58	69	32	25
Portugal	[4]	[6]	46	55	19	19
Slovak Republic	1	2	23	28	71	67
Spain	20	22	45	53	39	42
Sweden	0 s	0 s	33	39	41	38
Switzerland	[10]	[12]	31	36	67	61
Turkey	..	..	37	37	21	17
United Kingdom	..	..	..	..	..	..
United States	..	..	..	..	..	..
OECD average	10	11	48	55	45	43
EU19 average[2]	11	12	43	50	51	50
Provinces and territories[1]						
Newfoundland and Labrador	...	...	83	86	0	0
Prince Edward Island	...	...	86	88	0	0
Nova Scotia	...	...	82	85	0	0
New Brunswick	...	...	86	89	0	0
Quebec	...	...	75	85	39	36
Ontario	...	...	72	76	0	0
Manitoba	...	...	78	83	0	0
Saskatchewan	...	...	87	90	0	0
Alberta	...	...	68	73	0	0
British Columbia	...	...	81	86	0	0
Yukon	...	...	64	65	0	0
Northwest Territories	...	...	57	62	0	0
Nunavut	...	...	28	32	0	0

.. not available for a specific reference period

... not applicable

0 s value rounded to 0 (zero) where there is a meaningful distinction between true zero and the value that was rounded

1. Year of reference 2006.
2. The EU19 average is calculated as the unweighted mean of the data values of the 19 OECD countries that are members of the European Union for which data are available or can be estimated: Austria, Belgium, the Czech Republic, Denmark, Finland, France, Germany, Greece, Hungary, Italy, Ireland, Luxembourg, the Netherlands, Poland, Portugal, the Slovak Republic, Spain, Sweden, and the United Kingdom.

Notes: [ ] Data included in column of the table whose number is shown in the squared brackets.

Graduation rates can be calculated using two different methodologies; for more information on the methodology used by the different countries, please see Annex 1 in *Education at a Glance: 2009 OECD Indicators* (www.oecd.org/edu/eag2009).

Mismatches between the coverage of the population data and the graduate data mean that the participation/graduation rates for those countries that are net exporters of students may be underestimated (for instance, Luxembourg) and those that are net importers may be overestimated.

The methodology used to produce numbers for Canada and the provinces/territories may differ from that used in a particular province/territory; consequently, the numbers in this table may differ slightly from those published by the provinces/territories.

Sources: Organisation for Economic Co-operation and Development (OECD), 2009, *Education at a Glance 2009: OECD Indicators*, Table A2.1., Upper secondary graduation rates (2007), (www.oecd.org/edu/eag2009); Statistics Canada, Elementary-Secondary Education Statistics Project (ESESP).

Table A.3.1

Graduation rates in tertiary education, by programme destination, duration and sex, 2007

	ISCED 5B (Tertiary-type B programmes, first-time graduation)			ISCED 5A (Tertiary-type A programmes, first-time graduation)						ISCED 6 (Advanced research programmes)
				All programmes			Proportion of graduates by duration of programmes			
							3 to less than 5 years	5 to 6 years	More than 6 years	PhD or equivalent
	Both sexes	Males	Females	Both sexes	Males	Females	Both sexes	Both sexes	Both sexes	Both sexes
	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10
	percentage			percentage			percentage			percentage
OECD countries										
Australia[1]	..	..	..	49.8	41.1	58.8	95	5	0 [s]	1.9
Austria	7.1	6.7	7.6	22.1	20.4	23.9	35	65	0 [s]	1.8
Belgium	..	..	..	..	..	..	..	..	..	1.3
Canada[1]	..	..	..	31.1	23.3	39.2	..	..	..	1.0
Czech Republic	4.8	2.8	6.9	34.9	29.8	40.4	48	43	10	1.4
Denmark	10.9	11.5	10.4	47.3	36.9	57.9	57	42	0 [s]	1.3
Finland	0.1	0.2	0.0 [s]	48.5	36.1	61.4	56	43	1	2.9
France	..	..	..	..	..	..	..	..	..	1.4
Germany	10.4	7.8	13.0	23.4	22.2	24.6	41	59	0 [s]	2.3
Greece	12.1	10.7	13.6	17.7	11.9	23.9	..	..	..	1.4
Hungary	3.9	2.3	5.7	29.4	19.7	39.5	69	31	0 [s]	0.7
Iceland	2.4	2.2	2.6	63.1	39.5	88.7	83	17	0 [s]	0.2
Ireland	23.7	24.2	23.1	45.0	36.5	53.6	54	46	0 [s]	1.4
Italy	..	..	..	35.0	28.2	42.0	71	29	0 [s]	1.3
Japan	27.7	20.4	35.5	38.8	43.1	34.4	84	16	1	1.1
Korea	..	..	..	..	..	..	..	..	..	1.1
Luxembourg	..	..	..	..	..	..	..	..	..	..
Mexico	..	..	..	..	..	..	..	..	..	0.2
Netherlands	0.0 [s]	0.0 [s]	0.0 [s]	42.8	37.9	47.9	..	..	..	1.6
New Zealand	20.4	16.7	23.9	47.6	38.6	56.4	85	15	0 [s]	1.3
Norway	1.0	0.8	1.1	43.4	30.8	56.3	82	12	5	1.5
Poland	0.1	0.0 [s]	0.2	49.0	36.2	62.3	28	72	0 [s]	1.0
Portugal	6.1	4.3	7.9	42.6	32.3	53.2	51	49	0 [s]	3.7
Slovak Republic	0.9	0.5	1.4	38.9	27.2	51.0	29	71	0 [s]	1.6
Spain	14.0	12.7	15.4	32.4	24.9	40.4	46	53	1	0.9
Sweden	5.4	4.4	6.4	39.9	27.8	52.6	96	4	0 [s]	3.3
Switzerland	18.3	23.2	13.4	31.4	32.1	30.7	63	24	13	3.1
Turkey	12.1	13.1	11.2	..	..	..	85	14	1	0.3
United Kingdom	15.3	10.5	20.2	38.7	33.0	44.6	97	3	1	2.1
United States	10.1	7.4	13.0	36.5	30.1	43.4	55	39	6	1.5
OECD average	9.4	8.3	10.6	38.7	30.8	46.9	64	34	2	1.5
EU19 average[2]	7.7	6.6	8.8	36.7	28.9	44.9	56	43	1	1.7

Table A.3.1 (concluded)

Graduation rates in tertiary education, by programme destination, duration and sex, 2007

	ISCED 5B (Tertiary-type B programmes, first-time graduation)			ISCED 5A (Tertiary-type A programmes, first-time graduation)						ISCED 6 (Advanced research programmes)
				All programmes			Proportion of graduates by duration of programmes			
							3 to less than 5 years	5 to 6 years	More than 6 years	PhD or equivalent
	Both sexes	Males	Females	Both sexes	Males	Females	Both sexes	Both sexes	Both sexes	Both sexes
	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10
	percentage			percentage			percentage			percentage
Provinces[1]										
Newfoundland and Labrador	..	..	..	37.1	26.2	48.3	..	..	..	0.6
Prince Edward Island	..	..	..	29.0	19.0	38.6	..	..	..	0.6
Nova Scotia	..	..	..	50.5	39.2	61.6	..	..	..	0.9
New Brunswick	..	..	..	42.5	30.0	55.5	..	..	..	0.7
Quebec	..	..	..	29.9	22.5	37.8	..	..	..	1.2
Ontario	..	..	..	35.5	26.9	44.4	..	..	..	1.1
Manitoba	..	..	..	30.2	21.6	39.3	..	..	..	0.6
Saskatchewan[3]	..	..	..	18.4	14.1	22.8	..	..	..	0.5
Alberta	..	..	..	23.6	16.8	31.0	..	..	..	1.0
British Columbia	..	..	..	24.8	19.2	30.5	..	..	..	1.0

.. not available for a specific reference period

0[c] value rounded to 0 (zero) where there is a meaningful distinction between true zero and the value that was rounded

1. Year of reference 2006.
2. The EU19 average is calculated as the unweighted mean of the data values of the 19 OECD countries that are members of the European Union for which data are available or can be estimated: Austria, Belgium, the Czech Republic, Denmark, Finland, France, Germany, Greece, Hungary, Italy, Ireland, Luxembourg, the Netherlands, Poland, Portugal, the Slovak Republic, Spain, Sweden, and the United Kingdom.
3. The University of Regina, in Saskatchewan, has not reported its graduates to PSIS since 2005-2006, which, of course, affects the tertiary graduation rates for Saskatchewan.

Notes: [ ] Data included in column of the table whose number is shown in the squared brackets.
Graduation rates can be calculated using two different methodologies; for more information on the methodology used by the different countries, please see Annex 1 in *Education at a Glance: 2009 OECD Indicators* (www.oecd.org/edu/eag2009).
Mismatches between the coverage of the population data and the graduate data mean that the participation/graduation rates for those countries that are net exporters of students may be underestimated (for instance, Luxembourg) and those that are net importers may be overestimated.

Sources: Organisation for Economic Co-operation and Development (OECD), 2009, *Education at a Glance 2009: OECD Indicators*, Table A3.1, Graduation rates in tertiary education (2007), (www.oecd.org/edu/eag2009); Statistics Canada, Postsecondary Student Information System (PSIS).

Table A.4.1

Mean score and percentage of top performers in science, reading and mathematics, Program for International Student Assessment (PISA), 2006

	Science						Reading			
			Top performers						Top performers	
	Mean score		Level 5 (score from 633.33 to 707.93 points)		Level 6 (score above 707.93 points)		Mean score		Level 5 (score above 625.61 points	
	score	standard error	percentage	standard error	percentage	standard error	score	standard error	percentage	standard error
OECD countries										
Australia	527	(2.3)	11.8	(0.5)	2.8	(0.3)	513	(2.1)	10.6	(0.6)
Austria	511	(3.9)	8.8	(0.7)	1.2	(0.2)	490	(4.1)	9.0	(0.7)
Belgium	510	(2.5)	9.1	(0.5)	1.0	(0.2)	501	(3.0)	11.3	(0.6)
Canada	534	(2.0)	12.0	(0.5)	2.4	(0.2)	527	(2.4)	14.5	(0.7)
Czech Republic	513	(3.5)	9.8	(0.9)	1.8	(0.3)	483	(4.2)	9.2	(0.8)
Denmark	496	(3.1)	6.1	(0.7)	0.7	(0.2)	494	(3.2)	5.9	(0.6)
Finland	563	(2.0)	17.0	(0.7)	3.9	(0.3)	547	(2.1)	16.7	(0.8)
France	495	(3.4)	7.2	(0.6)	0.8	(0.2)	488	(4.1)	7.3	(0.7)
Germany	516	(3.8)	10.0	(0.6)	1.8	(0.2)	495	(4.4)	9.9	(0.7)
Greece	473	(3.2)	3.2	(0.3)	0.2	(0.1)	460	(4.0)	3.5	(0.4)
Hungary	504	(2.7)	6.2	(0.6)	0.6	(0.2)	482	(3.3)	4.7	(0.6)
Iceland	491	(1.6)	5.6	(0.5)	0.7	(0.2)	484	(1.9)	6.0	(0.5)
Ireland	508	(3.2)	8.3	(0.6)	1.1	(0.2)	517	(3.5)	11.7	(0.8)
Italy	475	(2.0)	4.2	(0.3)	0.4	(0.1)	469	(2.4)	5.2	(0.4)
Japan	531	(3.4)	12.4	(0.6)	2.6	(0.3)	498	(3.6)	9.4	(0.7)
Korea	522	(3.4)	9.2	(0.8)	1.1	(0.3)	556	(3.8)	21.7	(1.4)
Luxembourg	486	(1.1)	5.4	(0.3)	0.5	(0.1)	479	(1.3)	5.6	(0.4)
Mexico	410	(2.7)	0.3	(0.1)	0.0	...	410	(3.1)	0.6	(0.1)
Netherlands	525	(2.7)	11.5	(0.8)	1.7	(0.2)	507	(2.9)	9.1	(0.6)
New Zealand	530	(2.7)	13.6	(0.7)	4.0	(0.4)	521	(3.0)	15.9	(0.8)
Norway	487	(3.1)	5.5	(0.4)	0.6	(0.1)	484	(3.2)	7.7	(0.6)
Poland	498	(2.3)	6.1	(0.4)	0.7	(0.1)	508	(2.8)	11.6	(0.8)
Portugal	474	(3.0)	3.0	(0.4)	0.1	(0.1)	472	(3.6)	4.6	(0.5)
Slovak Republic	488	(2.6)	5.2	(0.5)	0.6	(0.1)	466	(3.1)	5.4	(0.5)
Spain	488	(2.6)	4.5	(0.4)	0.3	(0.1)	461	(2.2)	1.8	(0.2)
Sweden	503	(2.4)	6.8	(0.5)	1.1	(0.2)	507	(3.4)	10.6	(0.8)
Switzerland	512	(3.2)	9.1	(0.8)	1.4	(0.3)	499	(3.1)	7.7	(0.7)
Turkey	424	(3.8)	0.9	(0.3)	0.0	...	447	(4.2)	2.1	(0.6)
United Kingdom	515	(2.3)	10.9	(0.5)	2.9	(0.3)	495	(2.3)	9.0	(0.6)
United States	489	(4.2)	7.5	(0.6)	1.5	(0.2)	..	..	..	..
OECD average	501	(0.5)	7.7	(0.1)	1.3	(0.0)	492	(0.6)	8.6	(0.1)
Provinces										
Newfoundland and Labrador	526	(2.5)	11.6	(1.2)	1.9	(0.5)	514	(3.2)	13.4	(1.1)
Prince Edward Island	509	(2.7)	8.2	(1.0)	1.6	(0.5)	497	(2.8)	10.0	(1.0)
Nova Scotia	520	(2.5)	8.6	(0.9)	1.6	(0.4)	505	(3.5)	8.7	(1.1)
New Brunswick	506	(2.3)	6.8	(0.7)	1.2	(0.3)	497	(2.3)	7.1	(0.7)
Quebec	531	(4.2)	11.9	(1.0)	2.5	(0.5)	522	(5.0)	15.0	(1.4)
Ontario	537	(4.2)	12.0	(1.0)	2.4	(0.4)	534	(4.6)	14.6	(1.4)
Manitoba	523	(3.2)	10.6	(0.9)	1.9	(0.4)	516	(3.5)	11.5	(1.2)
Saskatchewan	517	(3.6)	9.3	(1.0)	1.5	(0.4)	507	(4.2)	11.7	(1.1)
Alberta	550	(3.8)	14.8	(1.0)	3.6	(0.5)	535	(4.2)	15.5	(1.3)
British Columbia	539	(4.7)	13.7	(1.4)	2.3	(0.5)	528	(5.7)	16.1	(1.7)

Table A.4.1 (concluded)

Mean score and percentage of top performers in science, reading and mathematics, Program for International Student Assessment (PISA), 2006

	Mathematics					
			Top performers			
	Mean score		Level 5 (score from 606.99 to 669.30 points)		Level 6 (score above 669.30 points)	
	score	standard error	percentage	standard error	percentage	standard error
OECD countries						
Australia	520	(2.2)	12.1	(0.5)	4.3	(0.5)
Austria	505	(3.7)	12.3	(0.8)	3.5	(0.5)
Belgium	520	(3.0)	16.0	(0.7)	6.4	(0.4)
Canada	527	(2.0)	13.6	(0.6)	4.4	(0.4)
Czech Republic	510	(3.6)	12.3	(0.8)	6.0	(0.7)
Denmark	513	(2.6)	10.9	(0.6)	2.8	(0.4)
Finland	548	(2.3)	18.1	(0.8)	6.3	(0.5)
France	496	(3.2)	9.9	(0.7)	2.6	(0.5)
Germany	504	(3.9)	11.0	(0.8)	4.5	(0.5)
Greece	459	(3.0)	4.2	(0.5)	0.9	(0.2)
Hungary	491	(2.9)	7.7	(0.7)	2.6	(0.5)
Iceland	506	(1.8)	10.1	(0.7)	2.5	(0.3)
Ireland	501	(2.8)	8.6	(0.7)	1.6	(0.2)
Italy	462	(2.3)	5.0	(0.4)	1.3	(0.3)
Japan	523	(3.3)	13.5	(0.8)	4.8	(0.5)
Korea	547	(3.8)	18.0	(0.8)	9.1	(1.3)
Luxembourg	490	(1.1)	8.2	(0.5)	2.3	(0.3)
Mexico	406	(2.9)	0.8	(0.2)	0.1	(0.0)
Netherlands	531	(2.6)	15.8	(0.8)	5.4	(0.6)
New Zealand	522	(2.4)	13.2	(0.7)	5.7	(0.5)
Norway	490	(2.6)	8.3	(0.7)	2.1	(0.3)
Poland	495	(2.4)	8.6	(0.7)	2.0	(0.3)
Portugal	466	(3.1)	4.9	(0.4)	0.8	(0.2)
Slovak Republic	492	(2.8)	8.6	(0.7)	2.4	(0.4)
Spain	480	(2.3)	6.1	(0.4)	1.2	(0.2)
Sweden	502	(2.4)	9.7	(0.6)	2.9	(0.4)
Switzerland	530	(3.2)	15.9	(0.7)	6.8	(0.6)
Turkey	424	(4.9)	3.0	(0.8)	1.2	(0.5)
United Kingdom	495	(2.1)	8.7	(0.5)	2.5	(0.3)
United States	474	(4.0)	6.4	(0.7)	1.3	(0.2)
OECD average	498	(0.5)	10.0	(0.1)	3.3	(0.1)
Provinces						
Newfoundland and Labrador	507	(2.5)	9.8	(0.8)	2.0	(0.5)
Prince Edward Island	501	(2.3)	8.6	(0.9)	1.9	(0.5)
Nova Scotia	506	(2.3)	8.8	(0.9)	2.2	(0.4)
New Brunswick	506	(2.1)	9.3	(1.0)	2.0	(0.4)
Quebec	540	(4.2)	16.4	(1.0)	7.9	(0.9)
Ontario	526	(3.7)	13.4	(1.2)	3.4	(0.5)
Manitoba	521	(3.3)	11.6	(1.0)	3.8	(0.8)
Saskatchewan	507	(3.3)	9.6	(1.1)	2.0	(0.4)
Alberta	530	(3.8)	13.8	(1.2)	4.4	(0.6)
British Columbia	523	(4.4)	12.7	(1.3)	3.4	(0.7)

.. not available for a specific reference period

... not applicable

Source: Organisation for Economic Co-operation and Development (OECD), 2009, *Education at a Glance 2009: OECD Indicators*, Table A4.1a, Mean score and percentage of top performers in science, reading and mathematics (www.oecd.org/edu/eag2009).

Table A.4.2

Percentage of top performers in science, reading and mathematics, by sex, Program for International Student Assessment (PISA), 2006

	Science				Reading				Mathematics			
	Females		Males		Females		Males		Females		Males	
	percentage	standard error	percentage	standard error	percentage	standard error	percentage	standard error	percentage	standard error	percentage	standard error
OECD countries												
Australia	13.6	(0.8)	15.6	(1.0)	13.4	(0.8)	7.9	(0.8)	13.2	(0.8)	19.5	(1.3)
Austria	8.6	(0.9)	11.3	(1.0)	12.4	(1.2)	5.7	(0.6)	12.0	(0.9)	19.4	(1.4)
Belgium	8.9	(0.7)	11.2	(0.7)	14.1	(1.0)	8.7	(0.6)	19.5	(1.1)	24.9	(1.1)
Canada	13.2	(0.7)	15.7	(0.7)	17.7	(1.0)	11.3	(0.8)	14.8	(0.9)	21.0	(1.0)
Czech Republic	11.2	(1.3)	11.9	(1.1)	12.9	(1.3)	6.3	(0.7)	17.1	(1.8)	19.2	(1.3)
Denmark	5.8	(0.6)	7.8	(1.0)	7.6	(0.8)	4.1	(0.7)	12.3	(1.0)	15.1	(1.0)
Finland	20.2	(1.0)	21.6	(1.1)	23.7	(1.3)	9.6	(0.8)	21.1	(1.1)	27.8	(1.4)
France	6.5	(0.9)	9.6	(0.9)	8.9	(0.9)	5.5	(0.8)	10.7	(1.0)	14.5	(1.2)
Germany	9.8	(0.8)	13.7	(1.1)	12.9	(1.0)	7.0	(0.8)	12.0	(0.9)	18.7	(1.4)
Greece	2.8	(0.5)	4.0	(0.5)	4.7	(0.7)	2.3	(0.4)	3.6	(0.6)	6.4	(0.7)
Hungary	5.2	(0.8)	8.4	(1.0)	6.5	(0.8)	3.1	(0.5)	7.9	(1.0)	12.6	(1.2)
Iceland	6.0	(0.7)	6.6	(0.7)	8.3	(0.8)	3.6	(0.6)	11.9	(1.0)	13.4	(0.9)
Ireland	8.5	(0.8)	10.3	(1.0)	14.6	(1.1)	8.7	(1.0)	8.3	(1.0)	12.3	(1.1)
Italy	3.8	(0.4)	5.4	(0.5)	6.7	(0.6)	3.7	(0.4)	4.1	(0.5)	8.4	(0.7)
Japan	13.1	(1.0)	17.0	(1.1)	10.7	(1.2)	8.1	(1.0)	13.9	(1.3)	22.7	(1.5)
Korea	9.5	(1.1)	11.1	(1.4)	27.3	(2.0)	16.3	(1.3)	24.2	(2.0)	29.9	(2.1)
Luxembourg	4.4	(0.5)	7.3	(0.6)	7.1	(0.7)	4.2	(0.5)	7.9	(0.7)	13.2	(0.8)
Mexico	0.2	(0.1)	0.3	(0.1)	0.8	(0.2)	0.3	(0.2)	0.5	(0.2)	1.2	(0.3)
Netherlands	11.2	(0.8)	15.0	(1.1)	11.1	(0.8)	7.2	(0.8)	18.6	(1.2)	23.6	(1.3)
New Zealand	16.9	(1.1)	18.4	(1.1)	19.1	(1.2)	12.4	(0.9)	16.1	(1.3)	21.9	(1.3)
Norway	5.5	(0.7)	6.7	(0.7)	10.4	(1.0)	5.2	(0.7)	8.6	(0.9)	12.1	(1.0)
Poland	5.4	(0.6)	8.1	(0.7)	14.5	(1.1)	8.7	(0.8)	8.6	(0.7)	12.6	(1.1)
Portugal	2.3	(0.3)	4.0	(0.6)	5.7	(0.7)	3.5	(0.6)	3.7	(0.5)	7.9	(0.8)
Slovak Republic	4.8	(0.5)	6.7	(0.8)	7.3	(0.8)	3.6	(0.5)	8.9	(1.2)	13.0	(1.2)
Spain	4.1	(0.5)	5.6	(0.5)	2.4	(0.4)	1.1	(0.3)	5.4	(0.6)	9.0	(0.7)
Sweden	7.2	(0.8)	8.6	(0.7)	14.5	(1.1)	7.0	(0.8)	11.6	(0.9)	13.5	(1.0)
Switzerland	9.8	(1.0)	11.1	(0.9)	10.4	(1.0)	5.1	(0.6)	20.3	(1.5)	24.8	(1.2)
Turkey	0.9	(0.4)	0.9	(0.4)	2.9	(0.8)	1.4	(0.5)	3.2	(1.0)	5.0	(1.4)
United Kingdom	11.5	(0.8)	16.0	(0.9)	10.6	(0.8)	7.5	(0.6)	8.4	(0.7)	13.9	(0.8)
United States	8.2	(0.9)	10.0	(1.0)	..	..	..	..	6.6	(0.9)	8.6	(1.0)
OECD average	8.0	(0.1)	10.0	(0.2)	11.0	(0.2)	6.2	(0.1)	11.2	(0.2)	15.5	(0.2)
Provinces												
Newfoundland and Labrador	13.7	(1.8)	13.3	(1.4)	19.0	(1.9)	7.2	(1.1)	10.3	(1.3)	13.5	(1.5)
Prince Edward Island	8.3	(1.4)	11.3	(1.3)	13.1	(1.7)	6.8	(1.2)	8.2	(1.2)	12.6	(1.6)
Nova Scotia	9.2	(1.0)	11.2	(1.6)	11.4	(1.8)	6.2	(1.1)	8.5	(1.2)	13.2	(1.7)
New Brunswick	7.2	(1.2)	8.8	(0.9)	9.5	(1.1)	4.5	(0.9)	9.5	(1.2)	13.2	(1.1)
Quebec	12.8	(1.5)	15.9	(1.5)	17.5	(1.8)	12.5	(1.7)	21.6	(1.8)	27.0	(1.8)
Ontario	13.2	(1.5)	15.5	(1.5)	17.8	(2.1)	11.5	(1.3)	12.9	(1.4)	20.4	(2.0)
Manitoba	11.6	(1.5)	13.5	(1.4)	14.5	(1.9)	8.3	(1.2)	13.4	(1.5)	17.6	(1.8)
Saskatchewan	10.2	(1.6)	11.4	(1.4)	16.6	(2.1)	7.2	(1.0)	9.7	(1.7)	13.5	(1.4)
Alberta	16.9	(1.9)	19.8	(1.6)	18.4	(2.0)	12.5	(1.5)	14.8	(1.6)	21.6	(1.5)
British Columbia	14.0	(1.7)	17.9	(2.0)	20.9	(2.0)	11.1	(2.1)	13.2	(2.0)	19.0	(2.2)

.. not available for a specific reference period

Source: Organisation for Economic Co-operation and Development (OECD), 2009, *Education at a Glance 2009: OECD Indicators*, Table A4.1b, Percentage of top performers in science, reading and mathematics, by gender (www.oecd.org/edu/eag2009).

Table A.5.1

Trends in employment rates[1] of 25- to 64-year-olds, by highest level of education attained, 1997 to 2007

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
	percentage										
OECD countries											
Australia											
Below upper secondary	59.5	59.5	59.1	60.8	59.9	60.0	61.0	60.6	62.9	63.5	63.9
Upper secondary and postsecondary non-tertiary	76.1	75.9	76.2	76.7	78.0	77.8	78.7	78.8	79.8	80.4	80.5
Tertiary education	83.4	83.8	82.0	82.9	83.1	83.5	83.2	83.3	84.4	84.4	84.8
Austria											
Below upper secondary	52.8	52.6	53.3	53.7	53.5	54.4	55.0	52.2	53.3	55.7	57.9
Upper secondary and postsecondary non-tertiary	75.6	75.0	75.6	74.8	74.8	75.3	75.6	73.9	74.3	75.8	76.9
Tertiary education	86.0	85.8	86.2	87.5	86.6	86.0	85.0	82.5	84.5	85.9	86.8
Belgium											
Below upper secondary	47.5	47.5	49.1	50.5	49.0	48.8	48.9	48.8	49.0	49.0	49.8
Upper secondary and postsecondary non-tertiary	73.4	72.0	74.5	75.1	73.9	73.8	72.8	73.1	74.0	73.2	74.2
Tertiary education	83.9	84.3	85.4	85.3	84.5	83.7	83.6	83.9	84.2	83.6	84.9
Canada											
Below upper secondary	52.5	53.5	54.4	54.7	54.4	55.0	56.4	57.0	56.4	56.9	57.3
Upper secondary and postsecondary non-tertiary	73.9	74.4	75.3	76.0	75.4	75.8	76.3	76.7	76.3	76.0	76.5
Tertiary education	81.7	82.3	82.4	82.7	81.9	82.0	82.1	82.2	82.2	82.6	82.9
Czech Republic											
Below upper secondary	51.1	49.5	46.9	46.9	46.7	45.3	46.0	42.3	41.2	43.9	45.7
Upper secondary and postsecondary non-tertiary	79.7	78.2	76.4	75.5	75.7	76.2	75.8	74.8	75.5	75.6	76.1
Tertiary education	89.3	88.7	87.4	86.8	87.8	87.1	86.5	86.4	85.8	85.1	85.2
Denmark											
Below upper secondary	..	60.9	61.7	62.2	61.5	61.2	62.6	61.7	61.5	62.8	66.6
Upper secondary and postsecondary non-tertiary	..	79.1	80.7	81.0	81.0	80.3	79.8	79.9	79.9	81.3	82.5
Tertiary education	..	87.5	87.9	88.6	87.2	86.0	85.2	85.5	86.4	87.4	87.8
Finland											
Below upper secondary	54.7	56.2	58.6	57.3	58.2	57.7	57.9	57.1	57.9	58.4	58.6
Upper secondary and postsecondary non-tertiary	72.2	73.1	74.3	74.9	75.5	74.4	74.4	74.4	75.2	75.6	76.2
Tertiary education	82.6	83.2	84.7	84.4	85.1	85.1	85.0	84.2	84.1	85.0	85.2
France											
Below upper secondary	56.3	56.3	56.4	57.0	57.7	57.8	58.9	59.1	58.6	58.1	58.0
Upper secondary and postsecondary non-tertiary	75.0	75.0	75.1	75.8	76.5	76.7	76.3	75.7	75.7	75.6	75.8
Tertiary education	81.3	81.6	81.8	83.1	83.7	83.3	83.3	82.9	83.0	83.0	83.5
Germany											
Below upper secondary	45.7	46.1	48.7	50.6	51.8	50.9	50.2	48.6	51.6	53.8	54.6
Upper secondary and postsecondary non-tertiary	68.2	67.9	69.9	70.4	70.5	70.3	69.7	69.5	70.6	72.5	74.4
Tertiary education	82.3	82.2	83.0	83.4	83.4	83.6	83.0	82.7	82.9	84.3	85.5
Greece											
Below upper secondary	57.4	57.3	57.1	57.9	57.6	58.5	59.7	58.2	59.2	59.5	59.9
Upper secondary and postsecondary non-tertiary	63.3	64.6	64.7	64.7	65.2	65.7	66.8	68.0	69.1	69.7	69.6
Tertiary education	80.2	80.8	81.1	81.4	80.4	81.3	81.9	82.0	82.0	83.3	82.9
Hungary											
Below upper secondary	36.2	36.2	35.8	35.8	36.6	36.7	37.4	36.9	38.1	38.2	38.5
Upper secondary and postsecondary non-tertiary	70.7	70.9	72.1	72.1	71.9	71.7	71.4	70.9	70.4	70.4	70.2
Tertiary education	81.4	81.0	82.1	82.4	82.6	82.0	82.7	82.9	83.0	81.8	80.4
Iceland											
Below upper secondary	83.8	85.6	87.2	87.3	87.2	86.4	83.7	81.6	83.0	83.6	80.5
Upper secondary and postsecondary non-tertiary	88.0	88.6	90.5	89.0	89.7	89.4	88.7	87.8	88.2	88.6	83.2
Tertiary education	94.6	94.7	95.1	95.0	94.7	95.4	92.7	92.0	92.0	92.0	88.6
Ireland											
Below upper secondary	50.3	53.4	54.4	60.7	58.4	56.7	56.6	57.5	58.4	58.7	58.7
Upper secondary and postsecondary non-tertiary	68.7	71.7	74.8	77.0	77.3	76.6	75.6	75.9	76.7	77.3	77.1
Tertiary education	81.9	85.2	87.2	87.2	87.0	86.3	86.1	86.2	86.8	86.5	86.7
Italy											
Below upper secondary	..	47.8	48.0	48.6	49.4	50.5	50.7	51.7	51.7	52.5	52.8
Upper secondary and postsecondary non-tertiary	..	70.1	70.3	71.2	72.1	72.3	72.4	73.5	73.5	74.4	74.5
Tertiary education	..	80.8	80.7	81.4	81.6	82.2	82.0	81.2	80.4	80.6	80.2
Japan											
Below upper secondary	69.6	68.8	68.2	67.1	67.5	..	..	..	..	..	..
Upper secondary and postsecondary non-tertiary	75.3	75.8	74.2	73.8	74.4	71.9	71.8	72.0	72.3	73.1	74.3
Tertiary education	80.7	79.5	79.2	79.0	79.8	79.1	79.2	79.3	79.4	79.8	80.0

Table A.5.1 (continued)

Trends in employment rates[1] of 25- to 64-year-olds, by highest level of education attained, 1997 to 2007

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
	percentage										
Korea											
Below upper secondary	71.2	66.1	66.9	68.0	67.8	68.4	66.5	66.4	65.9	66.2	66.0
Upper secondary and postsecondary non-tertiary	71.7	66.5	66.4	68.7	69.3	70.5	69.6	70.1	70.1	70.3	70.7
Tertiary education	80.2	76.1	74.6	75.4	75.7	76.1	76.4	76.7	76.8	77.2	77.2
Luxembourg											
Below upper secondary	..	..	56.5	58.3	60.0	59.3	60.3	59.1	61.8	60.8	62.3
Upper secondary and postsecondary non-tertiary	..	..	73.9	74.6	74.8	73.6	73.3	72.6	71.7	73.4	73.9
Tertiary education	..	..	85.0	84.3	85.5	85.2	82.3	84.1	84.0	85.2	84.5
Mexico											
Below upper secondary	61.8	61.3	61.4	60.7	60.5	61.3	60.9	62.2	61.8	62.8	63.0
Upper secondary and postsecondary non-tertiary	70.5	69.8	69.9	71.2	70.4	70.4	70.3	71.0	71.9	73.6	73.9
Tertiary education	84.0	83.7	82.4	83.1	81.6	81.4	81.8	82.1	82.0	83.3	83.1
Netherlands											
Below upper secondary	..	55.3	60.7	57.6	58.8	60.7	59.4	59.4	59.5	60.6	61.9
Upper secondary and postsecondary non-tertiary	..	76.8	79.5	79.4	80.0	79.8	78.8	77.9	77.9	79.1	80.3
Tertiary education	..	85.4	87.2	86.3	86.3	86.5	85.9	85.3	85.6	86.4	87.7
New Zealand											
Below upper secondary	63.6	63.0	64.1	65.2	66.4	67.4	67.8	69.3	70.4	70.4	71.4
Upper secondary and postsecondary non-tertiary	80.5	79.4	80.0	80.2	80.4	81.4	81.6	82.9	84.5	84.5	84.8
Tertiary education	82.4	81.6	82.0	82.3	83.8	83.0	82.7	83.4	84.3	84.6	83.8
Norway											
Below upper secondary	66.7	67.7	67.1	65.3	63.3	64.2	64.1	62.1	64.3	64.7	66.3
Upper secondary and postsecondary non-tertiary	83.3	83.9	82.9	82.7	82.7	81.5	79.6	78.8	82.4	83.1	84.0
Tertiary education	90.2	90.2	90.2	89.9	89.6	89.5	88.8	89.3	88.8	89.2	90.4
Poland											
Below upper secondary	50.3	49.1	46.6	42.8	41.5	39.1	38.2	37.5	37.7	38.6	41.0
Upper secondary and postsecondary non-tertiary	70.7	71.1	69.7	66.6	64.8	62.5	61.6	61.3	61.7	62.9	65.2
Tertiary education	86.7	87.2	86.6	84.5	84.1	83.1	82.6	82.3	82.7	83.5	84.5
Portugal											
Below upper secondary	..	71.6	71.9	72.8	73.0	72.8	72.2	71.9	71.5	71.7	71.6
Upper secondary and postsecondary non-tertiary	..	80.0	81.9	83.2	82.6	82.3	81.6	80.3	79.3	80.2	79.8
Tertiary education	..	89.3	90.0	90.7	90.8	88.5	87.3	88.0	87.3	86.4	85.9
Slovak Republic											
Below upper secondary	38.9	37.4	33.2	30.9	30.5	28.2	28.5	22.0	21.7	23.5	23.7
Upper secondary and postsecondary non-tertiary	75.9	75.1	72.5	70.6	70.2	70.5	71.2	70.3	70.8	71.9	73.2
Tertiary education	89.8	88.6	87.0	85.6	86.7	86.6	87.1	83.6	84.0	84.9	84.1
Spain											
Below upper secondary	48.2	49.5	51.0	53.8	55.1	55.7	56.6	57.6	58.6	59.8	60.5
Upper secondary and postsecondary non-tertiary	66.6	67.5	69.6	72.1	71.8	71.6	72.4	73.2	74.7	75.9	76.3
Tertiary education	75.5	76.3	77.6	79.7	80.7	80.8	81.6	81.9	82.4	83.4	84.4
Sweden											
Below upper secondary	67.2	66.4	66.5	68.0	68.8	68.2	67.5	67.0	66.1	66.9	66.6
Upper secondary and postsecondary non-tertiary	78.6	79.3	79.6	81.7	81.9	81.8	81.3	80.7	81.3	81.9	83.1
Tertiary education	85.0	85.5	85.6	86.7	86.9	86.5	85.8	85.4	87.3	87.3	88.6
Switzerland											
Below upper secondary	68.0	68.8	68.3	64.5	69.6	68.2	66.3	65.4	65.3	64.5	66.0
Upper secondary and postsecondary non-tertiary	79.6	80.8	80.9	81.4	81.3	81.1	80.5	79.9	80.0	80.2	81.1
Tertiary education	89.1	90.3	90.7	90.4	91.3	90.6	89.7	89.7	90.0	90.2	90.0
Turkey											
Below upper secondary	56.9	57.4	55.8	53.1	51.9	50.5	49.1	50.1	49.1	49.0	48.7
Upper secondary and postsecondary non-tertiary	66.8	66.0	63.9	64.0	62.4	61.8	61.1	61.5	63.2	62.7	62.4
Tertiary education	81.7	81.3	79.0	78.5	78.3	76.3	74.9	75.2	76.1	75.5	75.6
United Kingdom											
Below upper secondary	64.7	64.5	65.0	65.3	65.5	65.3	66.0	65.4	65.5	65.2	64.9
Upper secondary and postsecondary non-tertiary	79.2	80.1	80.5	81.1	80.9	81.1	81.5	81.2	81.6	81.3	80.9
Tertiary education	87.2	87.1	87.7	87.8	88.1	87.6	87.8	97.7	88.0	88.1	87.8
United States											
Below upper secondary	55.2	57.6	57.8	57.8	58.4	57.0	57.8	56.5	57.2	58.0	58.3
Upper secondary and postsecondary non-tertiary	75.7	75.8	76.2	76.7	76.2	74.0	73.3	72.8	72.8	73.3	73.6
Tertiary education	85.4	85.3	84.6	85.0	84.4	83.2	82.2	82.0	82.5	82.7	83.3

Table A.5.1 (concluded)

Trends in employment rates[1] of 25- to 64-year-olds, by highest level of education attained, 1997 to 2007

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
	percentage										
OECD average											
Below upper secondary	57.2	57.5	57.7	57.8	58.0	57.5	57.5	56.7	57.2	57.8	58.4
Upper secondary and postsecondary non-tertiary	74.4	74.6	75.1	75.4	75.4	75.1	74.8	74.6	75.2	75.8	76.2
Tertiary education	84.3	84.5	84.5	84.7	84.8	84.4	83.9	83.8	84.1	84.4	84.5
EU19 average[2]											
Below upper secondary	51.5	53.2	53.8	54.2	54.4	54.1	54.4	53.4	53.8	54.6	55.4
Upper secondary and postsecondary non-tertiary	72.7	73.7	74.5	74.8	74.8	74.5	74.3	74.1	74.4	75.2	75.8
Tertiary education	83.8	84.5	85.0	85.1	85.2	84.8	84.5	84.1	84.5	84.8	85.1
Provinces											
Newfoundland and Labrador											
Below upper secondary	32.7	34.6	36.6	34.5	35.8	35.8	35.5	39.0	36.3	37.3	37.8
Upper secondary and postsecondary non-tertiary	59.7	61.9	65.2	63.2	64.7	64.0	65.5	65.0	64.2	65.2	64.3
Tertiary education	75.1	73.9	76.7	75.4	76.4	75.9	74.8	75.1	76.6	77.5	78.2
Prince Edward Island											
Below upper secondary	52.3	54.4	50.4	56.5	55.2	55.4	57.9	57.5	60.2	55.6	55.6
Upper secondary and postsecondary non-tertiary	70.7	69.7	72.3	72.1	74.2	73.6	72.0	73.4	72.5	74.4	74.5
Tertiary education	79.7	81.1	80.1	81.7	80.9	79.9	82.3	83.0	83.2	82.2	81.9
Nova Scotia											
Below upper secondary	43.9	48.4	47.8	47.8	48.2	47.0	49.1	51.4	50.1	48.5	50.2
Upper secondary and postsecondary non-tertiary	69.2	69.6	71.4	70.9	70.3	71.9	70.3	73.2	73.1	71.4	71.6
Tertiary education	77.5	78.3	78.1	79.4	79.1	80.0	80.0	79.6	79.7	80.2	80.2
New Brunswick											
Below upper secondary	43.8	43.4	46.2	44.6	44.8	45.2	45.4	45.8	46.1	46.0	47.0
Upper secondary and postsecondary non-tertiary	69.0	68.2	69.9	71.8	68.8	70.6	70.0	72.1	72.1	72.9	73.2
Tertiary education	78.7	79.7	79.1	80.3	80.0	81.8	81.6	81.4	80.4	81.0	82.4
Quebec											
Below upper secondary	48.1	49.0	49.6	50.1	50.0	52.5	52.5	53.1	52.3	53.0	52.4
Upper secondary and postsecondary non-tertiary	69.4	70.6	72.1	73.1	72.7	73.7	74.2	74.3	73.9	73.0	73.9
Tertiary education	80.6	81.4	81.0	81.9	80.7	81.6	80.9	81.6	81.0	81.9	83.3
Ontario											
Below upper secondary	55.0	56.0	57.1	58.5	57.7	56.4	59.3	58.8	58.2	57.8	57.9
Upper secondary and postsecondary non-tertiary	74.2	75.1	76.0	76.7	76.5	76.3	76.9	77.3	76.7	75.8	75.8
Tertiary education	82.1	83.2	83.6	83.4	82.9	82.5	82.8	82.8	83.1	83.3	82.8
Manitoba											
Below upper secondary	61.7	64.2	63.7	64.8	63.2	65.8	63.9	67.1	63.0	63.4	64.9
Upper secondary and postsecondary non-tertiary	79.8	80.0	80.4	81.3	80.9	82.0	81.2	80.9	80.6	81.1	81.1
Tertiary education	83.8	84.9	85.2	84.2	84.6	85.3	85.5	85.2	85.8	85.0	85.8
Saskatchewan											
Below upper secondary	63.3	63.5	64.9	63.4	60.6	60.8	62.5	63.0	63.2	66.7	69.5
Upper secondary and postsecondary non-tertiary	81.0	82.6	81.8	82.1	80.6	81.8	82.7	82.5	81.7	82.4	82.8
Tertiary education	84.9	84.5	85.8	84.8	84.1	85.7	85.1	84.6	85.1	85.1	85.8
Alberta											
Below upper secondary	52.9	51.8	53.7	53.7	66.3	66.5	67.7	69.3	68.2	71.0	71.3
Upper secondary and postsecondary non-tertiary	75.2	73.9	74.1	75.1	81.9	82.2	82.4	82.7	82.4	82.8	83.5
Tertiary education	81.2	80.8	80.7	80.9	84.7	84.8	84.8	84.4	84.2	85.0	85.4
British Columbia											
Below upper secondary	65.3	66.6	67.2	65.0	54.0	54.4	55.8	58.0	58.9	59.3	61.7
Upper secondary and postsecondary non-tertiary	81.3	81.6	81.7	81.7	73.3	73.7	74.3	74.6	75.3	76.2	77.1
Tertiary education	84.2	84.4	84.1	85.1	79.1	78.5	79.4	79.7	79.7	80.1	80.3

.. not available for a specific reference period

1. Number of 25- to 64-year-olds in employment as a percentage of the population aged 25 to 64.
2. The EU19 average is calculated as the unweighted mean of the data values of the 19 OECD countries that are members of the European Union for which data are available or can be estimated: Austria, Belgium, the Czech Republic, Denmark, Finland, France, Germany, Greece, Hungary, Italy, Ireland, Luxembourg, the Netherlands, Poland, Portugal, the Slovak Republic, Spain, Sweden, and the United Kingdom.

Sources: Organisation for Economic Co-operation and Development (OECD), 2009, *Education at a Glance 2009: OECD Indicators*, Table A6.2a., Trends in employment rates of 25-64 year-olds by educational attainment (1997-2007), (www.oecd.org/edu/eag2009); Statistics Canada, Labour Force Survey (LFS).

Table A.5.2

Employment rates[1] of 25- to 64-year-olds, by highest level of education attained and sex, 2007

				Upper secondary education			Tertiary education		
	ISCED 0/1 (Pre-primary and primary)	ISCED 2 (Lower secondary)	ISCED 3C (Short programmes)	ISCED 3C (Long programmes)/ 3B	ISCED 3A	ISCED 4 (Post-secondary non-tertiary)	ISCED 5B (Type B)	ISCED 5A/6 (Type A and Advanced research programmes)	All levels of education
	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9
	percentage	percentage	percentage	percentage		percentage	percentage		percentage
OECD countries									
Australia									
Males	64.7	81.1	[5]	[5]	87.9	86.8	90.5	91.5	85.7
Females	36.2	59.9	[5]	[5]	68.7	78.9	76.0	80.8	67.7
Austria									
Males	[2]	68.1	83.1	82.1	81.0	89.8	86.8	92.8	82.5
Females	[2]	51.4	61.2	67.9	69.1	79.8	83.8	81.2	67.2
Belgium									
Males	49.5	70.1	...	81.2	82.2	84.1	87.4	88.9	77.5
Females	28.4	45.9	...	63.3	65.7	73.3	81.0	83.5	62.1
Canada									
Males	54.7	71.1	...	[5]	81.4	82.5	86.5	86.4	81.6
Females	33.6	53.6	...	[5]	69.5	73.1	79.7	80.1	72.5
Czech Republic									
Males	F	58.1	...	83.2	88.5	[5]	[8]	91.4	84.4
Females	F	40.9	...	61.4	70.7	[5]	[8]	77.9	64.6
Denmark									
Males	52.5	75.4	79.5	86.1	80.8	F	89.3	90.6	84.5
Females	43.4	58.0	72.0	80.0	74.3	F	84.1	86.0	76.1
Finland									
Males	51.8	73.3	...	...	79.0	F	83.6	89.8	78.2
Females	45.4	61.3	...	...	72.6	F	82.3	84.5	73.9
France									
Males	51.5	74.4	...	80.1	82.1	F	88.6	86.0	77.6
Females	39.4	60.7	...	69.1	73.3	F	82.9	78.7	67.1
Germany									
Males	56.0	68.0	...	80.4	63.3	84.3	88.1	89.6	80.7
Females	33.6	50.2	...	68.3	54.8	77.6	80.1	80.9	67.3
Greece									
Males	75.4	86.3	85.3	89.7	85.2	88.2	84.6	88.0	83.8
Females	35.7	46.7	62.6	60.1	50.9	68.1	75.7	79.7	53.7
Hungary									
Males	18.8	49.6	...	74.9	79.6	81.2	86.5	86.5	73.3
Females	5.9	34.6	...	58.6	65.7	64.5	81.7	75.4	58.1
Iceland									
Males	68.9	87.7	87.0	89.3	80.8	93.5	91.8	91.8	88.8
Females	61.0	75.8	78.3	79.7	72.6	71.7	80.6	86.5	78.6
Ireland									
Males	62.1	82.7	F	...	88.4	90.4	91.1	91.6	84.1
Females	31.6	48.7	F	...	63.9	69.4	78.3	85.0	64.2
Italy									
Males	51.9	78.3	81.3	84.6	84.2	86.9	81.5	86.7	78.5
Females	16.9	42.8	53.7	60.3	65.2	71.1	70.0	75.1	51.5
Japan									
Males	[5]	[5]	[5]	[5]	88.2	...	93.9	93.2	90.4
Females	[5]	[5]	[5]	[5]	61.2	...	64.7	68.8	63.1

Table A.5.2 (continued)

Employment rates[1] of 25- to 64-year-olds, by highest level of education attained and sex, 2007

				Upper secondary education			Tertiary education		
	ISCED 0/1 (Pre-primary and primary)	ISCED 2 (Lower secondary)	ISCED 3C (Short programmes)	ISCED 3C (Long programmes)/ 3B	ISCED 3A	ISCED 4 (Post-secondary non-tertiary)	ISCED 5B (Type B)	ISCED 5A/6 (Type A and Advanced research programmes)	All levels of education
	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9
	percentage	percentage	percentage	percentage		percentage	percentage		percentage
Korea									
Males	74.0	81.6	...	[5]	84.8	...	89.7	88.7	85.3
Females	58.1	57.8	...	[5]	56.5	...	61.9	60.9	58.3
Luxembourg									
Males	69.4	86.0	82.7	81.0	85.3	77.6	84.8	89.2	81.9
Females	51.0	50.2	53.2	57.3	68.8	73.0	78.6	82.1	63.8
Mexico									
Males	88.7	93.4	...	92.0	92.6	...	92.1	91.4	90.9
Females	38.6	47.6	...	59.7	59.1	...	77.3	72.6	48.4
Netherlands									
Males	66.9	81.6	[4]	82.5	88.3	85.4	86.9	90.2	85.2
Females	35.3	53.6	[4]	70.1	77.2	77.4	84.9	85.1	70.0
New Zealand									
Males	[2]	77.6	88.6	89.9	92.3	92.3	91.1	91.4	88.5
Females	[2]	59.7	73.0	74.2	75.5	75.1	77.4	78.6	73.0
Norway									
Males	F	72.7	...	87.3	86.2	91.7	93.7	92.2	85.9
Females	F	60.5	...	79.6	78.7	88.3	93.6	88.6	78.9
Poland									
Males	[2]	51.8	...	70.8	77.6	84.7	[8]	88.3	73.3
Females	[2]	31.6	...	50.1	59.4	64.6	[8]	81.7	58.0
Portugal									
Males	78.4	85.6	[5]	[5]	82.2	87.0	[8]	89.3	81.4
Females	60.0	73.3	[5]	[5]	78.0	64.3	[8]	83.7	68.2
Slovak Republic									
Males	F	31.7	[4]	77.6	87.8	...	76.9	90.1	78.4
Females	F	21.3	[4]	57.1	68.3	...	74.6	79.3	58.7
Spain									
Males	68.0	84.9	...	87.8	84.5	91.5	89.3	89.0	82.7
Females	32.4	52.2	...	65.6	67.2	69.6	74.7	81.5	58.8
Sweden									
Males	65.7	78.3	...	[5]	86.6	87.8	87.0	90.1	85.3
Females	43.9	65.1	...	[5]	78.8	80.2	85.5	89.0	79.2
Switzerland									
Males	73.6	81.1	...	89.6	82.7	85.9	94.8	93.0	89.6
Females	51.8	59.7	63.1	74.5	72.8	80.0	87.8	82.4	73.9
Turkey									
Males	73.4	78.8	...	83.6	80.6	...	[8]	82.9	77.1
Females	22.0	20.6	...	29.4	27.4	...	[8]	63.5	26.4
United Kingdom									
Males	F	60.4	83.0	84.6	86.2	F	88.6	90.2	82.8
Females	F	43.2	69.0	76.1	75.8	F	84.3	86.5	72.8
United States									
Males	71.9	67.7	[5]	[5]	79.7	[5]	86.0	89.9	81.9
Females	42.1	47.3	[5]	[5]	67.6	[5]	77.8	78.2	69.6

Table A.5.2 (concluded)

Employment rates[1] of 25- to 64-year-olds, by highest level of education attained and sex, 2007

				Upper secondary education			Tertiary education		
	ISCED 0/1 (Pre-primary and primary)	ISCED 2 (Lower secondary)	ISCED 3C (Short programmes)	ISCED 3C (Long programmes)/ 3B	ISCED 3A	ISCED 4 (Post-secondary non-tertiary)	ISCED 5B (Type B)	ISCED 5A/6 (Type A and Advanced research programmes)	All levels of education
	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9
	percentage	percentage	percentage	percentage		percentage	percentage		percentage
OECD averages									
Males	63.1	73.7	82.4	84.4	83.7	85.9	88.1	82.7	82.7
Females	38.5	50.8	63.6	65.6	67.0	73.5	79.2	64.9	64.9
EU19 averages[2]									
Males	58.4	70.8	80.8	82.6	82.8	84.7	86.3	89.4	80.8
Females	35.9	49.0	60.2	65.4	68.4	71.6	80.1	81.9	65.0
Provinces									
Newfoundland and Labrador									
Males	31.7	52.2	...	[5]	66.4	69.3	80.0	85.2	67.1
Females	27.3	35.1	...	[5]	53.6	69.1	73.3	78.1	60.0
Prince Edward Island									
Males	58.6	62.4	...	[5]	78.7	77.6	84.1	83.9	76.4
Females	35.2	52.4	...	[5]	68.7	73.4	79.1	83.4	72.3
Nova Scotia									
Males	42.8	63.7	...	[5]	76.2	73.7	83.3	84.5	75.1
Females	26.1	45.6	...	[5]	67.5	67.9	75.4	80.5	69.1
New Brunswick									
Males	43.7	60.3	...	[5]	78.1	73.6	84.7	86.6	75.1
Females	27.1	46.3	...	[5]	69.0	72.4	78.0	82.7	69.6
Quebec									
Males	49.3	67.8	...	[5]	77.6	78.6	85.5	85.3	78.0
Females	29.4	52.0	...	[5]	67.7	72.0	81.5	81.2	70.9
Ontario									
Males	59.7	68.9	...	[5]	80.3	82.0	86.8	86.1	81.9
Females	37.2	54.3	...	[5]	70.0	71.3	79.5	80.0	73.4
Manitoba									
Males	64.9	77.9	...	[5]	87.3	87.3	87.6	89.9	85.6
Females	46.6	53.0	...	[5]	73.4	77.9	81.7	85.1	75.2
Saskatchewan									
Males	73.0	81.0	...	[5]	87.7	89.4	89.0	89.6	87.1
Females	37.6	59.2	...	[5]	74.5	79.1	81.7	85.6	76.7
Alberta									
Males	74.9	84.2	...	[5]	89.1	90.4	92.1	90.7	89.4
Females	41.2	62.3	...	[5]	74.1	79.9	81.3	80.3	76.3
British Columbia									
Males	61.2	75.7	...	[5]	83.0	85.7	84.1	85.6	83.1
Females	33.7	54.9	...	[5]	67.2	74.3	77.3	76.4	70.8

... not applicable

F too unreliable to be published

1. Number of 25- to 64-year-olds in employment as a percentage of the population aged 25 to 64.
2. The EU19 average is calculated as the unweighted mean of the data values of the 19 OECD countries that are members of the European Union for which data are available or can be estimated: Austria, Belgium, the Czech Republic, Denmark, Finland, France, Germany, Greece, Hungary, Italy, Ireland, Luxembourg, the Netherlands, Poland, Portugal, the Slovak Republic, Spain, Sweden, and the United Kingdom.

Note: [ ] Data included in column of the table whose number is shown in the squared brackets.

Sources: Organisation for Economic Co-operation and Development (OECD), 2009, *Education at a Glance 2009: OECD Indicators*, Table A6.1a, Employment rates and educational attainment, by gender (2007), (www.oecd.org/edu/eag2009); Statistics Canada, Labour Force Survey (LFS).

Table A.6.1

Relative earnings[1] of 25- to 64-year-olds with income from employment, by highest level of education attained, age group and sex, 2007 (or most recent year available) (upper secondary and postsecondary non-tertiary education = 100)

	Below upper secondary education			Postsecondary non-tertiary education			All tertiary education		
	Age group			Age group			Age group		
	25 to 64	25 to 34	55 to 64	25 to 64	25 to 34	55 to 64	25 to 64	25 to 34	55 to 64
	index			index			index		
OECD countries									
Australia[2]									
Both sexes	81	88	74	96	98	94	131	126	124
Males	86	90	81	105	107	104	136	124	133
Females	86	82	85	104	99	105	146	142	143
Austria									
Both sexes	67	68	60	122	114	131	155	134	177
Males	72	71	70	132	113	140	151	129	177
Females	73	69	62	125	128	132	160	149	167
Belgium[2]									
Both sexes	89	95	78	100	98	102	133	123	138
Males	91	95	82	98	95	108	137	124	139
Females	81	85	68	108	105	103	134	131	128
Canada[3]									
Both sexes	75	83	69	110	113	108	140	137	164
Males	76	84	70	111	118	106	142	137	175
Females	66	67	67	101	106	106	146	151	139
Czech Republic									
Both sexes	73	79	71	..	..	..	183	151	191
Males	78	81	77	..	..	..	192	158	198
Females	74	78	70	..	..	..	165	148	173
Denmark[2]									
Both sexes	82	81	81	97	45	104	125	112	136
Males	82	80	83	92	44	94	133	113	143
Females	84	77	81	85	40	92	126	123	131
Finland[3]									
Both sexes	94	93	95	..	..	..	149	130	170
Males	91	89	92	..	..	..	162	138	181
Females	97	90	95	..	..	..	146	144	155
France									
Both sexes	84	94	76	94	94	81	150	136	178
Males	87	91	82	125	94	157	158	138	182
Females	82	96	73	88	104	73	147	144	166
Germany									
Both sexes	91	89	93	107	109	103	162	146	164
Males	90	91	93	109	118	111	158	148	151
Females	84	74	68	114	112	121	159	153	161
Hungary									
Both sexes	72	76	65	120	117	122	211	193	223
Males	74	77	71	128	121	132	247	216	255
Females	71	75	61	115	113	114	185	177	187
Ireland[2]									
Both sexes	86	84	81	95	122	80	155	137	184
Males	84	88	76	96	124	76	147	125	187
Females	67	55	82	93	113	93	178	166	201
Italy[3]									
Both sexes	76	91	61	..	..	..	155	124	146
Males	73	88	65	..	..	..	178	130	189
Females	74	81	57	..	..	..	143	130	104
Korea[4]									
Both sexes	67	100	58	..	..	..	141	125	181
Males	73	87	71	..	..	..	127	117	169
Females	75	126	62	..	..	..	176	148	206

Table A.6.1 (continued)

Relative earnings[1] of 25- to 64-year-olds with income from employment, by highest level of education attained, age group and sex, 2007 (or most recent year available) (upper secondary and postsecondary non-tertiary education = 100)

	Below upper secondary education			Postsecondary non-tertiary education			All tertiary education		
	Age group			Age group			Age group		
	25 to 64	25 to 34	55 to 64	25 to 64	25 to 34	55 to 64	25 to 64	25 to 34	55 to 64
	index			index			index		
Luxembourg[3]									
Both sexes	74	78	62	..	..	..	153	139	175
Males	74	80	62	..	..	..	158	142	183
Females	73	71	60	..	..	..	134	133	121
Netherlands[3]									
Both sexes	85	91	77	100	100	100	154	140	160
Males	87	92	82	100	100	100	151	136	157
Females	75	76	71	100	100	100	159	151	159
New Zealand									
Both sexes	75	80	67	115	119	106	121	120	113
Males	75	83	66	104	111	93	130	128	121
Females	82	76	87	95	111	88	127	126	128
Norway[3]									
Both sexes	78	76	77	122	117	129	125	93	152
Males	79	76	77	116	109	123	126	77	151
Females	81	76	77	117	113	129	134	127	148
Poland[3]									
Both sexes	84	86	73	109	106	114	173	155	197
Males	86	85	79	114	110	119	194	169	216
Females	76	82	60	116	115	112	165	157	168
Portugal[3]									
Both sexes	68	76	50	99	103	95	177	164	194
Males	66	74	49	95	97	92	183	165	192
Females	67	73	51	105	109	105	173	169	179
Spain[3]									
Both sexes	85	94	74	89	104	133	132	126	155
Males	84	94	76	83	100	..	132	123	153
Females	78	86	64	95	103	177	141	139	162
Sweden									
Both sexes	84	79	86	122	83	133	126	112	140
Males	83	79	83	123	85	125	135	113	147
Females	84	77	86	109	85	127	127	121	138
Switzerland									
Both sexes	75	78	64	113	91	149	159	138	168
Males	77	81	68	109	84	134	144	123	147
Females	76	74	70	118	104	160	156	157	158
Turkey[2]									
Both sexes	69	70	59	..	..	..	149	156	135
Males	72	77	60	..	..	..	153	171	129
Females	43	37	49	..	..	..	154	133	307
United Kingdom									
Both sexes	70	72	70	..	..	..	157	151	148
Males	69	68	70	..	..	..	145	140	137
Females	70	67	74	..	..	..	181	179	183
United States									
Both sexes	65	69	68	109	105	110	172	160	181
Males	63	69	69	111	108	106	180	165	181
Females	61	59	59	109	106	114	167	165	165
OECD average									
Both sexes	78	83	71	107	102	113	151	137	164
Males	79	83	74	108	102	113	156	138	168
Females	75	76	70	105	104	114	153	146	163

Table A.6.1 (concluded)

Relative earnings[1] of 25- to 64-year-olds with income from employment, by highest level of education attained, age group and sex, 2007 (or most recent year available) (upper secondary and postsecondary non-tertiary education = 100)

	Below upper secondary education			Postsecondary non-tertiary education			All tertiary education		
	Age group			Age group			Age group		
	25 to 64	25 to 34	55 to 64	25 to 64	25 to 34	55 to 64	25 to 64	25 to 34	55 to 64
	index			index			index		
Provinces[2]									
Newfoundland and Labrador									
Both sexes	54	F	58	118	128	122	157	198	167
Males	57	F	68	115	F	119	164	225	165
Females	48	F	49	107	F	F	172	191	162
Prince Edward Island									
Both sexes	71	F	86	97	92	68	127	109	110
Males	66	F	92	94	F	F	114	88	101
Females	66	F	61	98	F	F	164	155	133
Nova Scotia									
Both sexes	80	69	78	105	110	107	141	125	140
Males	80	72	69	101	100	107	137	122	132
Females	72	F	102	108	F	99	163	151	176
New Brunswick									
Both sexes	66	F	60	102	103	106	141	157	112
Males	63	F	60	103	F	106	141	162	121
Females	64	F	57	104	130	103	146	174	104
Quebec									
Both sexes	75	93	69	97	114	112	160	169	174
Males	75	86	68	98	119	117	163	161	168
Females	67	90	81	95	108	101	163	188	183
Ontario									
Both sexes	79	77	70	116	123	110	145	131	169
Males	84	84	69	118	130	111	150	134	186
Females	66	56	69	103	110	103	143	133	130
Manitoba									
Both sexes	78	78	91	105	100	74	141	141	171
Males	73	80	87	117	F	F	134	131	154
Females	75	F	86	92	107	F	166	193	191
Saskatchewan									
Both sexes	79	F	76	113	126	97	117	112	138
Males	78	F	83	109	124	79	116	107	161
Females	67	F	56	124	134	116	134	170	96
Alberta									
Both sexes	70	84	64	127	127	111	107	114	144
Males	69	91	67	124	138	95	109	121	169
Females	61	F	54	111	116	143	121	129	102
British Columbia									
Both sexes	88	103	80	116	129	114	133	128	149
Males	88	105	84	109	124	106	137	132	147
Females	75	F	69	114	F	100	141	141	147

.. not available for a specific reference period

F too unreliable to be published

1. Relative earnings are the mean annual earnings (before tax) from employment of individuals with a certain level of educational attainment divided by the mean annual earnings from employment of individuals whose highest level of education is upper secondary or postsecondary non-tertiary level, multiplied by 100.
2. Year of reference 2005.
3. Year of reference 2006.
4. Year of reference 2003.
5. Year of reference 2004.

Sources: Organisation for Economic Co-operation and Development (OECD), 2009, *Education at a Glance 2009: OECD Indicators*, Table A7.1a., Relative earnings of the population with income from employment (2007or latest available year), (www.oecd.org/edu/eag2009); Statistics Canada, Survey of Labour and Income Dynamics (SLID).

Table A.6.2

Trends in relative earnings[1] for 25- to 64-year-olds, by highest level of education attained, 1997 to 2007 (upper secondary and postsecondary non-tertiary education = 100)

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
						index					
OECD countries											
Australia											
Below upper secondary	79	..	80	..	77	..	..	..	81	..	..
Tertiary	124	..	134	..	133	..	..	..	131	..	..
Austria											
Below upper secondary	..	..	..	..	..	..	..	..	71	66	67
Tertiary	..	..	..	..	..	..	..	..	152	157	155
Belgium											
Below upper secondary	..	..	..	92	..	91	89	90	89	..	..
Tertiary	..	..	..	128	..	132	130	134	133	..	..
Canada											
Below upper secondary	..	77	79	79	76	77	78	78	77	75	..
Tertiary	..	141	141	145	146	139	141	139	138	140	..
Czech Republic											
Below upper secondary	68	68	68	..	..	..	..	73	72	74	73
Tertiary	179	179	179	..	..	..	..	182	181	183	183
Denmark											
Below upper secondary	85	86	86	..	87	88	82	82	82	82	..
Tertiary	123	124	124	..	124	124	127	126	125	125	..
Finland											
Below upper secondary	97	96	96	95	95	95	94	94	..	94	..
Tertiary	148	148	153	153	150	150	148	149	..	149	..
France											
Below upper secondary	84	84	84	..	..	84	84	85	86	85	84
Tertiary	149	150	150	..	..	150	146	147	144	149	150
Germany											
Below upper secondary	81	78	79	75	..	77	87	88	88	90	91
Tertiary	133	130	135	143	..	143	153	153	156	164	162
Hungary											
Below upper secondary	68	68	70	71	71	74	74	73	73	73	72
Tertiary	179	184	200	194	194	205	219	217	215	219	211
Ireland											
Below upper secondary	75	79	..	89	..	76	..	85	86	..	..
Tertiary	146	142	..	153	..	144	..	169	155	..	..
Italy											
Below upper secondary	..	58	..	78	..	78	..	79	..	76	..
Tertiary	..	127	..	138	..	153	..	165	..	155	..
Korea											
Below upper secondary	..	78	..	..	..	..	67	..	..	..	..
Tertiary	..	135	..	..	..	..	141	..	..	..	..
Luxembourg											
Below upper secondary	..	..	..	..	..	78	..	..	..	74	..
Tertiary	..	..	..	..	..	145	..	..	..	153	..
Netherlands											
Below upper secondary	83	..	..	..	..	84	..	..	..	85	..
Tertiary	141	..	..	..	..	148	..	..	..	154	..
New Zealand											
Below upper secondary	77	76	76	74	74	..	76	74	78	78	75
Tertiary	148	136	139	133	133	..	127	121	125	115	121

Table A.6.2 (continued)

Trends in relative earnings[1] for 25- to 64-year-olds, by highest level of education attained, 1997 to 2007 (upper secondary and postsecondary non-tertiary education = 100)

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
	index										
Norway											
Below upper secondary	85	84	84	..	79	82	78	81	78	78	..
Tertiary	138	132	133	..	131	134	128	133	129	125	..
Poland											
Below upper secondary	..	84	82	..	81	81	..	82	..	84	..
Tertiary	..	156	161	..	166	172	..	179	..	173	..
Portugal											
Below upper secondary	62	62	62	..	..	..	..	67	67	68	..
Tertiary	176	177	178	..	..	..	..	178	177	177	..
Spain											
Below upper secondary	76	80	..	..	78	..	..	85	..	..	..
Tertiary	149	144	..	..	129	..	..	132	..	..	..
Sweden											
Below upper secondary	90	89	89	..	86	87	88	87	86	85	84
Tertiary	129	130	131	..	131	130	130	127	126	126	126
Switzerland											
Below upper secondary	70	75	75	75	76	75	74	74	75	74	75
Tertiary	155	155	153	152	155	154	156	156	155	156	159
Turkey											
Below upper secondary	..	..	..	..	..	..	..	65	69	..	..
Tertiary	..	..	..	..	..	..	..	141	149	..	..
United Kingdom											
Below upper secondary	69	66	69	69	70	68	69	69	71	71	70
Tertiary	158	157	162	160	160	157	162	157	158	160	157
United States											
Below upper secondary	70	67	65	65	..	66	66	65	67	66	65
Tertiary	168	173	166	172	..	172	172	172	175	176	172
Provinces											
Newfoundland and Labrador											
Below upper secondary	..	60	55	55	53	62	61	56	60	54	..
Tertiary	..	149	130	144	132	137	138	138	151	157	..
Prince Edward Island											
Below upper secondary	..	73	78	72	69	63	66	63	67	71	..
Tertiary	..	149	129	138	140	138	138	138	135	127	..
Nova Scotia											
Below upper secondary	..	73	69	70	69	71	73	74	81	80	..
Tertiary	..	136	126	134	134	124	127	124	135	141	..
New Brunswick											
Below upper secondary	..	70	76	71	66	68	68	71	68	66	..
Tertiary	..	141	136	130	134	140	142	140	145	141	..
Quebec											
Below upper secondary	..	81	81	81	78	81	78	78	80	75	..
Tertiary	..	151	151	149	161	168	159	151	158	160	..
Ontario											
Below upper secondary	..	81	83	84	80	77	80	82	78	79	..
Tertiary	..	146	144	153	151	134	142	144	136	145	..
Manitoba											
Below upper secondary	..	79	70	71	83	75	79	78	83	78	..
Tertiary	..	121	128	135	131	137	135	133	144	141	..

Table A.6.2 (concluded)

Trends in relative earnings[1] for 25- to 64-year-olds, by highest level of education attained, 1997 to 2007 (upper secondary and postsecondary non-tertiary education = 100)

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
	index										
Saskatchewan											
Below upper secondary	..	75	73	77	81	75	77	76	79	79	..
Tertiary	..	137	132	135	136	124	130	126	126	117	..
Alberta											
Below upper secondary	..	70	80	75	72	94	92	84	74	70	..
Tertiary	..	127	133	131	124	124	120	124	114	107	..
British Columbia											
Below upper secondary	..	82	87	82	80	74	80	79	92	88	..
Tertiary	..	123	124	126	125	117	121	114	127	133	..

.. not available for a specific reference period

1. Relative earnings are the mean annual earnings (before tax) from employment of individuals with a certain level of educational attainment divided by the mean annual earnings from employment of individuals whose highest level of education is upper secondary or postsecondary non-tertiary level, multiplied by 100.

Sources: Organisation for Economic Co-operation and Development (OECD), 2009, *Education at a Glance 2009: OECD Indicators*, Table A7.2a.,"Trends in relative earnings: adult population (1997-2007), (www.oecd.org/edu/eag2009); Statistics Canada, Survey of Labour and Income Dynamics (SLID).

Table B.1.1

Public and private expenditures[1] on educational institutions as a percentage of GDP, by level of education, 2006

		Primary, secondary and postsecondary non-tertiary education				Tertiary education			
	ISCED 0 (Pre-primary education, children aged 3 and older)	All primary, secondary and postsecondary non-tertiary	ISCED 1/2 (Primary and lower secondary)	ISCED 3 (Upper secondary)	ISCED 4 (Post-secondary non-tertiary)	Total tertiary	ISCED 5B (Type B)	ISCED 5A/6 (Type A and advanced research programmes)	All levels of education combined (including undistributed programmes)
	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9
	percentage	percentage				percentage			percentage
OECD countries									
Australia	0.1	4.0	3.0	0.9	0.1	1.6	0.1	1.5	5.7
Austria	0.5	3.7	2.4	1.3	0.0 [5]	1.3	0.1	1.2	5.5
Belgium[2]	0.6	4.1	1.5	2.6	[4]	1.3	[6]	[6]	6.1
Canada[3]	[2]	3.6	[2]	[2]	[7]	2.6	0.9	1.6	6.2
Czech Republic	0.5	3.0	1.8	1.1	0.0 [5]	1.2	0.0 [5]	1.2	4.8
Denmark	0.7	4.4	3.1	1.4	[4, 6]	1.7	[6]	[6]	7.3
Finland	0.4	3.8	2.4	1.4	[4]	1.7	0.0 [5]	1.7	5.8
France	0.7	3.9	2.5	1.4	0.0 [5]	1.3	0.3	1.1	5.9
Germany	0.5	3.1	1.9	1.0	0.2	1.1	0.1	1.0	4.8
Greece[2]	..	..	..	..	..	..	..	..	..
Hungary	0.8	3.4	2.2	1.1	0.1	1.1	0.0 [5]	1.1	5.6
Iceland	0.9	5.3	3.8	1.5	[4]	1.1	[6]	[6]	8.0
Ireland	0.0 [5]	3.5	2.5	0.7	0.2	1.2	[6]	[6]	4.7
Italy	0.5	3.5	2.1	1.4	0.0 [5]	0.9	0.0 [5]	0.9	4.9
Japan	0.2	2.8	2.0	0.9	[4, 6]	1.5	0.3	1.2	5.0
Korea	0.2	4.3	2.8	1.5	...	2.5	0.5	2.0	7.3
Luxembourg[4]	[2]	3.3	2.5	0.8	..	..	..	..	..
Mexico	0.6	3.8	3.0	0.8	...	1.1	[6]	[6]	5.7
Netherlands	0.4	3.7	2.6	1.2	0.0 [5]	1.5	...	1.5	5.6
New Zealand	0.3	4.3	2.8	1.4	0.2	1.5	0.2	1.2	6.3
Norway[4]	0.3	3.7	2.5	1.2	[4]	1.2	[6]	[6]	5.4
Poland	0.6	3.7	2.6	1.1	0.0 [5]	1.3	0.0 [5]	1.3	5.7
Portugal	0.4	3.6	2.6	1.0	..	1.4	[6]	[6]	5.6
Slovak Republic	0.5	2.7	1.7	1.0	[4]	1.0	[4]	1.0	4.3
Spain	0.6	2.9	[2]	[2]	...	1.1	[6]	[6]	4.7
Sweden	0.6	4.1	2.8	1.3	0.0 [5]	1.6	[6]	[6]	6.3
Switzerland[4]	0.2	4.2	2.6	1.6	0.1	1.4	0.0 [5]	1.4	5.9
Turkey[4]	..	1.9	1.3	0.6	...	0.8	[6]	[6]	2.7
United Kingdom	0.3	4.3	2.8	1.5	0.0 [5]	1.3	[6]	[6]	5.9
United States	0.4	4.0	3.0	1.0	..	2.9	[6]	[6]	7.4
OECD average	0.5	3.7	2.5	1.2	0.0 [5]	1.4	0.2	1.3	5.7
OECD total	0.4	3.7	2.6	1.1	0.0 [5]	1.9	0.2	1.2	6.1
EU19 average[5]	0.5	3.6	2.3	1.2	0.0 [5]	1.3	0.0	1.2	5.5

Table B.1.1 (concluded)

Public and private expenditures[1] on educational institutions as a percentage of GDP, by level of education, 2006

		Primary, secondary and postsecondary non-tertiary education				Tertiary education			
	ISCED 0 (Pre-primary education, children aged 3 and older)	All primary, secondary and postsecondary non-tertiary	ISCED 1/2 (Primary and lower secondary)	ISCED 3 (Upper secondary)	ISCED 4 (Post-secondary non-tertiary)	Total tertiary	ISCED 5B (Type B)	ISCED 5A/6 (Type A and advanced research programmes)	All levels of education combined (including undistributed programmes)
	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9
	percentage	percentage				percentage			percentage
Provinces and territories[3]									
Newfoundland and Labrador	[2]	2.7	[2]	[2]	[7]	2.3	0.8	1.5	5.1
Prince Edward Island	[2]	4.0	[2]	[2]	[7]	3.8	1.5	2.3	7.8
Nova Scotia	[2]	4.0	[2]	[2]	[7]	3.5	0.8	2.7	7.5
New Brunswick	[2]	4.0	[2]	[2]	[7]	2.8	0.9	1.9	6.8
Quebec	[2]	3.8	[2]	[2]	[7]	3.1	1.3	1.8	6.9
Ontario	[2]	3.8	[2]	[2]	[7]	2.4	0.8	1.6	6.2
Manitoba	[2]	5.0	[2]	[2]	[7]	2.6	0.9	1.7	7.6
Saskatchewan	[2]	4.1	[2]	[2]	[7]	2.8	1.0	1.8	6.8
Alberta	[2]	2.5	[2]	[2]	[7]	1.8	0.8	1.0	4.3
British Columbia	[2]	3.6	[2]	[2]	[7]	2.8	1.0	1.7	6.4
Yukon	[2]	6.3	[2]	[2]	[7]	2.6	2.6	0.0	9.0
Northwest Territories	[2]	4.0	[2]	[2]	[7]	1.5	1.5	0.0	5.6
Nunavut	[2]	9.7	[2]	[2]	[7]	3.7	3.7	0.0	13.4

.. not available for a specific reference period
... not applicable
0[1] value rounded to 0 (zero) where there is a meaningful distinction between true zero and the value that was rounded

1. Including international sources.
2. Column 3 refers to primary education only; Column 4 refers to all secondary education.
3. Year of reference 2005.
4. Public expenditures only (for Switzerland, in tertiary education only).
5. The EU19 average is calculated as the unweighted mean of the data values of the 19 OECD countries that are members of the European Union for which data are available or can be estimated: Austria, Belgium, the Czech Republic, Denmark, Finland, France, Germany, Greece, Hungary, Italy, Ireland, Luxembourg, the Netherlands, Poland, Portugal, the Slovak Republic, Spain, Sweden, and the United Kingdom.

Note: [ ] Data included in column of the table whose number is shown in the squared brackets.

Sources: Organisation for Economic Co-operation and Development (OECD), 2009. *Education at a Glance 2009: OECD Indicators*, Table B2.2., Expenditure on educational institutions as a percentage of GDP, by level of education (2006),(www.oecd.org/edu/eag2009); Statistics Canada: Survey of Uniform Financial System - School Boards; Survey of Financial Statistics of Private Elementary and Secondary Schools; Financial Information of Universities and Colleges Survey; Survey of Federal Government Expenditures in Support of Education; Provincial Expenditures on Education in Reform and Correctional Institutions; and Financial Statistics of Community Colleges and Vocational Schools.

Table B.2.1

Distribution of total and current expenditures on educational institutions, from public and private sources, by level of education, 2006

	Primary, secondary and postsecondary non-tertiary education					
	Percentage of total expenditures		Percentage of current expenditures			
	Current	Capital	Compensation of teachers	Compensation of other staff	Compensation of all staff	Other current expenditure
	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
	percentage		percentage			
OECD countries						
Australia	90.1	9.9	61.2	17.0	78.2	21.8
Austria	96.6	3.4	66.8	9.9	76.7	23.3
Belgium	97.2	2.8	69.8	18.9	88.8	11.2
Canada[1,2,3]	92.6	7.4	61.8	15.6	77.4	22.6
Czech Republic	91.0	9.0	47.3	14.0	61.3	38.6
Denmark[2]	93.5	6.5	51.6	26.0	77.7	22.3
Finland	90.7	9.3	54.5	11.3	65.8	34.2
France	91.2	8.8	57.4	23.1	80.6	19.4
Germany	92.3	7.7	[5]	[5]	81.6	18.4
Greece	..	..	[5]	[5]	..	..
Hungary[3]	94.0	6.0	[5]	[5]	80.0	20.0
Iceland	88.8	11.2	[5]	[5]	78.9	21.1
Ireland[3]	90.1	9.9	74.1	8.5	82.6	17.4
Italy[3]	95.7	4.3	67.5	16.0	83.4	16.6
Japan[2]	90.2	9.8	[5]	[5]	86.9	13.1
Korea	89.4	10.6	65.1	8.0	73.0	27.0
Luxembourg[3]	84.1	15.9	74.4	11.3	85.7	14.3
Mexico[3]	97.4	2.6	81.6	10.9	92.4	7.6
Netherlands	86.6	13.4	[5]	[5]	83.3	16.7
New Zealand	..	..	..	..	..	..
Norway	87.4	12.6	[5]	[5]	79.0	21.0
Poland[3]	92.6	7.4	[5]	[5]	88.0	12.0
Portugal[3]	98.1	1.9	84.7	10.5	95.2	4.8
Slovak Republic[2]	95.7	4.3	53.2	14.7	67.8	32.2
Spain[3]	90.7	9.3	71.9	10.0	81.9	18.1
Sweden	92.8	7.2	51.5	19.0	70.5	29.5
Switzerland[3]	91.1	8.9	71.4	13.1	84.6	15.4
Turkey[3]	93.7	6.3	[5]	[5]	86.9	13.1
United Kingdom	91.1	8.9	53.6	23.6	77.2	22.8
United States	88.7	11.3	54.7	25.6	80.4	19.6
OECD average	92.0	8.0	63.7	15.3	80.2	19.8
Provinces and territories[1,2]						
Newfoundland and Labrador	97.5	2.5	70.8	12.0	82.8	17.2
Prince Edward Island	99.8	0.2	65.7	16.9	82.6	17.4
Nova Scotia	99.8	0.2	58.1	12.3	70.4	29.6
New Brunswick	94.0	6.0	66.2	11.7	77.9	22.1
Quebec	94.6	5.4	57.5	18.2	75.7	24.3
Ontario	90.5	9.5	64.7	16.2	80.9	19.1
Manitoba	96.4	3.6	52.2	19.4	71.5	28.5
Saskatchewan	96.5	3.5	53.9	17.4	71.3	28.7
Alberta	94.5	5.5	66.9	10.8	77.7	22.3
British Columbia	89.6	10.4	59.9	13.8	73.7	26.3
Yukon	89.7	10.3	59.1	8.0	67.1	32.9
Northwest Territories	97.4	2.6	48.0	12.1	60.1	40.0
Nunavut	94.0	6.0	65.1	17.0	82.1	17.9

Table B.2.1 (concluded)

Distribution of total and current expenditures on educational institutions, from public and private sources, by level of education, 2006

	Tertiary education					
	Percentage of total expenditures		Percentage of current expenditures			
	Current	Capital	Compensation of teachers	Compensation of other staff	Compensation of all staff	Other current expenditure
	Column 7	Column 8	Column 9	Column 10	Column 11	Column 12
	percentage		percentage			
OECD countries						
Australia	89.4	10.6	33.6	28.4	62.0	38.0
Austria	93.4	6.6	45.9	17.0	62.9	37.1
Belgium	97.0	3.0	52.5	23.9	76.4	23.6
Canada[1,2,3]	91.9	8.1	36.7	26.7	63.4	36.6
Czech Republic	86.5	13.5	31.0	19.8	50.8	49.2
Denmark[3]	96.5	3.5	50.8	24.5	75.4	24.6
Finland	95.5	4.5	34.7	28.3	63.0	37.0
France	88.5	11.5	51.8	28.5	80.3	19.7
Germany	92.2	7.8	[11]	[11]	67.6	32.4
Greece[2,3]	..	..	[11]	[11]	..	..
Hungary[3]	88.5	11.5	[11]	[11]	68.2	31.8
Iceland	93.3	6.7	[11]	[11]	88.2	11.8
Ireland[3]	93.5	6.5	49.6	25.1	74.7	25.3
Italy[3]	89.3	10.7	45.3	23.7	69.0	31.0
Japan[2]	86.9	13.1	[11]	[11]	60.2	39.8
Korea	83.5	16.5	34.7	16.4	51.1	48.9
Luxembourg[3]	..	..	..	..	..	..
Mexico[3]	95.7	4.3	58.5	14.6	73.1	26.9
Netherlands	88.2	11.8	[11]	[11]	68.8	31.2
New Zealand	..	..	..	..	..	..
Norway	93.6	6.4	[11]	[11]	64.6	35.4
Poland[3]	85.5	14.5	[11]	[11]	71.0	28.6
Portugal[3]	89.5	10.5	[11]	[11]	69.3	30.7
Slovak Republic[3]	90.6	9.4	29.0	21.2	50.2	49.8
Spain[3]	81.9	18.1	59.7	20.8	80.6	19.4
Sweden	96.0	4.0	[11]	[11]	62.8	37.2
Switzerland[3]	91.3	8.7	53.0	23.1	76.1	23.9
Turkey[3]	78.6	21.4	[11]	[11]	72.6	27.4
United Kingdom	93.9	6.1	42.1	30.5	72.5	27.5
United States	88.0	12.0	28.2	36.2	64.4	35.6
OECD average	90.3	9.7	43.4	24.1	68.1	31.9
Provinces and territories[1,2]						
Newfoundland and Labrador	98.1	1.9	38.0	30.1	68.1	31.9
Prince Edward Island	82.1	17.9	27.6	34.4	62.0	38.0
Nova Scotia	95.1	4.9	34.3	27.4	61.7	38.3
New Brunswick	96.5	3.5	36.3	29.9	66.2	33.8
Quebec	93.0	7.0	43.2	24.2	67.4	32.6
Ontario	93.1	6.9	33.5	27.3	60.8	39.2
Manitoba	91.6	8.4	36.8	27.2	64.0	36.0
Saskatchewan	92.8	7.2	35.0	29.7	64.7	35.3
Alberta	88.1	11.9	33.6	27.3	60.9	39.1
British Columbia	88.4	11.6	38.0	26.9	64.9	35.1
Yukon	100.0	0.0	41.5	33.7	75.2	24.8
Northwest Territories	100.0	0.0	30.9	25.7	56.6	43.4
Nunavut	100.0	0.0	33.4	26.8	60.2	39.8

.. not available for a specific reference period

1. Year of reference 2005.
2. Some levels of education are included with others. For details, refer to "x" in Table B1.1a, *Education at a Glance 2009: OECD Indicators* (www.oecd.org/edu/eag2009). In Canada (and in provinces and territories), expenditures for postsecondary non-tertiary education are aggregated with those for tertiary-type 5B education.
3. Public institutions only (for Canada, at tertiary level only).

Notes: [ ] Data included in column of the table whose number is shown in the squared brackets. Current expenditures refer to resources used each year by institutions as they carry out their activities. Capital expenditures refer to assets that last longer than one year, including spending on new or replacement equipment and construction or renovation of buildings. Neither takes expenditures relating to debt service into account.

Sources: Organisation for Economic Co-operation and Development (OECD), 2009, *Education at a Glance 2009: OECD Indicators*. Table B6.2b., Expenditure on educational institutions by resource category and level of education (2006), (www.oecd.org/edu/eag 2009); Statistics Canada: Survey of Uniform Financial System - School Boards; Survey of Financial Statistics of Private Elementary and Secondary Schools; Financial Information of Universities and Colleges Survey; Survey of Federal Government Expenditures in Support of Education; Provincial Expenditures on Education in Reform and Correctional Institutions; and Financial Statistics of Community Colleges and Vocational Schools.

Table C.1.1

Student mobility and foreign students in tertiary education, and index of change in the number of foreign students, 2000 and 2007

	Student mobility				Foreign enrolments					
	International students as a percentage of all tertiary enrolment				Foreign students as a percentage of all tertiary enrolment				Index of change in the number of foreign students, total tertiary (2000=100)	Average annual growth rate
	Total tertiary	ISCED 5B (Tertiary-type B programmes)	ISCED 5A (Tertiary-type A programmes	ISCED 6 (Advanced research programmes)	Total tertiary	ISCED 5B (Tertiary-type B programmes)	ISCED 5A (Tertiary-type A programmes	ISCED 6 (Advanced research programmes)		
	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10
	percentage				percentage				index	percentage
OECD countries										
Australia[1]	19.5	15.5	20.2	20.8	22.5	15.8	23.4	31.5	200	10.4
Austria[1]	12.4	1.9	13.3	15.1	16.7	5.6	17.5	21.5	143	5.2
Belgium[1,2]	7.5	5.3	8.6	20.5	12.2	9.5	13.7	29.9	107	1.0
Canada[1,3,4,5]	7.7	..	7.1	21.3	14.8	..	13.8	38.9	167	8.9
Czech Republic[1]	5.6	0.7	5.9	7.2	6.8	1.1	7.2	8.9	448	23.9
Denmark[1]	5.5	4.1	5.6	6.6	9.0	10.5	8.5	21.5	162	7.1
Finland[6]	4.1	0.0 [5]	3.8	7.8	3.3	0.0 [5]	2.9	9.0	181	8.8
France	..	..	..	..	11.3	4.5	12.4	37.9	180	8.8
Germany[6]	..	..	10.6	..	11.3	3.8	12.6	..	138	4.7
Greece[3]	..	..	..	..	3.5	3.4	3.8	..	246	13.7
Hungary[1]	3.0	0.4	3.1	6.7	3.5	0.5	3.6	7.5	153	6.3
Iceland[6]	5.2	1.7	5.2	11.9	4.9	1.0	4.9	14.4	194	9.9
Ireland[6]	8.8	..	..	..	..	..	..	..	226	12.4
Italy	..	..	..	..	2.8	16.0	2.7	5.9	230	12.6
Japan[1]	2.9	2.7	2.6	16.1	3.1	2.7	2.9	16.8	189	9.5
Korea	..	..	..	..	1.0	0.6	1.1	5.5	947	37.9
Luxembourg	..	..	..	..	..	..	..	..	..	..
Mexico	..	..	..	..	..	..	..	..	..	..
Netherlands[3]	4.7	0.0 [5]	4.7	..	6.4	0.0 [5]	6.5	..	270	15.2
New Zealand[1]	13.6	12.8	13.5	26.6	26.8	24.2	27.1	45.7	791	34.4
Norway[1]	2.2	0.7	2.2	4.8	7.3	3.4	6.9	23.4	180	8.8
Poland	..	..	..	..	0.6	0.0 [5]	0.6	2.8	213	11.4
Portugal	..	..	..	..	4.9	6.9	4.6	9.6	169	7.8
Slovak Republic[1]	0.9	0.4	0.9	0.8	0.9	0.5	0.9	0.9	128	3.6
Spain[1]	1.8	4.6	1.0	9.9	3.4	4.6	2.2	21.9	235	13.0
Sweden[1]	5.4	0.6	5.6	5.9	10.3	4.0	10.1	21.7	167	7.6
Switzerland[3,6]	14.0	..	13.9	45.0	19.3	15.5	17.3	45.0	158	6.8
Turkey	..	..	..	..	0.8	0.1	1.0	2.6	109	1.2
United Kingdom[1]	14.9	6.2	15.9	42.1	19.5	12.1	20.1	46.0	158	6.8
United States[1]	3.4	2.0	3.1	23.7	..	..	..	..	125	3.2
OECD average	7.1	3.5	7.3	16.3	8.7	5.9	8.8	20.4	235	13.0
EU19 average[7]	5.2	2.2	6.6	12.3	7.4	4.9	7.6	17.4	197	10.2

Table C.1.1 (concluded)

Student mobility and foreign students in tertiary education, and index of change in the number of foreign students, 2000 and 2007

	Student mobility				Foreign enrolments					
	International students as a percentage of all tertiary enrolment				Foreign students as a percentage of all tertiary enrolment				Index of change in the number of foreign students, total tertiary (2000=100)	Average annual growth rate
	Total tertiary	ISCED 5B (Tertiary-type B programmes)	ISCED 5A (Tertiary-type A programmes	ISCED 6 (Advanced research programmes)	Total tertiary	ISCED 5B (Tertiary-type B programmes)	ISCED 5A (Tertiary-type A programmes	ISCED 6 (Advanced research programmes)		
	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10
	percentage				percentage				index	percentage
Provinces[1,2,3,5]										
Newfoundland and Labrador	5.9	..	5.1	33.1	8.2	..	7.1	47.2	169	9.2
Prince Edward Island	6.0	..	5.9	50.0	7.7	..	7.5	50.0	207	12.9
Nova Scotia	9.9	..	9.7	20.4	11.6	..	11.2	34.0	182	10.5
New Brunswick	10.6	..	10.4	23.9	12.4	..	11.9	38.8	192	11.4
Quebec	8.2	..	7.5	19.1	16.4	..	15.0	38.0	164	8.6
Ontario	6.5	..	6.0	19.4	14.8	..	14.0	37.0	173	9.6
Manitoba	8.0	..	7.6	25.8	11.9	..	11.2	44.6	227	14.6
Saskatchewan	6.2	..	5.3	34.6	8.6	..	7.3	48.4	90	-1.8
Alberta	6.6	..	5.7	23.8	12.0	..	10.4	43.1	152	7.2
British Columbia	11.8	..	11.1	27.5	19.3	..	18.2	42.2	157	7.8

.. not available for a specific reference period

0[s] value rounded to 0 (zero) where there is a meaningful distinction between true zero and the value that was rounded

1. For the purpose of measuring student mobility, international students are defined on the basis of their country of residence.
2. Excludes data for social advancement education.
3. Percentage in total tertiary underestimated because of the exclusion of certain programmes.
4. Year of reference 2006.
5. Excludes private institutions.
6. For the purpose of measuring student mobility, international students are defined on the basis of their country of prior education.
7. The EU19 average is calculated as the unweighted mean of the data values of the 19 OECD countries that are members of the European Union for which data are available or can be estimated: Austria, Belgium, the Czech Republic, Denmark, Finland, France, Germany, Greece, Hungary, Italy, Ireland, Luxembourg, the Netherlands, Poland, Portugal, the Slovak Republic, Spain, Sweden and the United Kingdom.

Sources: Organisation for Economic Co-operation and Development (OECD), 2009. *Education at a Glance 2009: OECD Indicators*, Table C2.1, Student mobility and foreign students in tertiary education (2000, 2007), (www.oecd.org/edu/eag2009); Statistics Canada, Postsecondary Student Information System (PSIS).

Table C.2.1

Percentage of 15- to 29-year-old population in education and not in education, by age group and labour force status, 2007

	In education					Not in education				Total in education and not in education
	Students in work-study programmes[1]	Other employed	Unemployed[2]	Not in the labour force[3]	Sub-total	Employed[4]	Unemployed[2]	Not in the labour force[3]	Sub-total	
	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10
	percentage					percentage				percentage
OECD countries										
Australia										
15 to 19	7.6	30.9	4.7	36.5	79.6	13.9	3.3	3.2	20.4	100
20 to 24	6.2	20.9	1.4	10.6	39.1	50.1	3.3	7.4	60.9	100
25 to 29	1.1	11.8	0.7	4.0	17.7	68.0	3.0	11.4	82.3	100
Austria										
15 to 19	25.9	4.0	F	55.1	85.6	9.1	3.2	2.0	14.4	100
20 to 24	2.7	10.0	F	19.3	32.5	56.5	5.0	6.0	67.5	100
25 to 29	F	8.6	F	5.3	14.2	70.4	4.0	11.4	85.8	100
Belgium										
15 to 19	1.0	2.6	0.8	87.5	91.9	2.9	2.2	3.0	8.1	100
20 to 24	F	2.8	0.9	35.0	39.4	45.2	8.5	6.9	60.6	100
25 to 29	F	2.9	F	3.3	7.2	75.5	8.8	8.4	92.8	100
Canada										
15 to 19	...	30.2	4.9	45.2	80.2	12.5	2.8	4.5	19.8	100
20 to 24	...	19.7	1.4	17.5	38.5	47.8	5.6	8.2	61.5	100
25 to 29	...	6.9	0.4	4.9	12.2	72.6	5.5	9.7	87.8	100
Czech Republic										
15 to 19	19.9	0.5	F	72.2	92.7	4.4	1.8	1.1	7.3	100
20 to 24	0.9	3.3	0.2	37.6	42.1	46.9	4.6	6.4	57.9	100
25 to 29	F	3.7	0.1	5.2	9.0	71.6	4.0	15.4	91.0	100
Denmark										
15 to 19	...	47.1	5.4	32.3	84.8	11.3	1.4	2.5	15.2	100
20 to 24	...	31.5	1.6	14.9	48.0	43.8	3.2	5.0	52.0	100
25 to 29	...	14.8	1.5	8.0	24.2	66.8	3.0	5.9	75.8	100
Finland										
15 to 19	...	13.4	6.4	72.4	92.2	4.3	1.5	2.1	7.8	100
20 to 24	...	20.7	4.2	27.0	51.9	34.8	6.7	6.6	48.1	100
25 to 29	...	16.8	1.9	8.5	27.2	59.5	4.8	8.5	72.8	100
France										
15 to 19	5.6	2.0	0.9	82.6	91.1	3.1	3.4	2.4	8.9	100
20 to 24	3.7	7.7	1.6	34.1	47.1	37.8	9.7	5.4	52.9	100
25 to 29	0.6	8.8	0.6	4.2	14.2	69.0	8.4	8.5	85.8	100
Germany										
15 to 19	18.7	6.8	1.5	65.2	92.2	3.6	2.5	1.7	7.8	100
20 to 24	14.2	9.2	0.6	21.7	45.7	39.1	8.1	7.2	54.3	100
25 to 29	2.2	7.2	0.6	8.7	18.7	62.8	8.5	10.0	81.3	100
Greece										
15 to 19	...	1.6	F	84.8	86.7	4.8	2.6	5.9	13.3	100
20 to 24	...	4.5	1.4	41.5	47.3	35.0	11.1	6.6	52.7	100
25 to 29	...	2.3	F	5.1	7.9	70.2	11.7	10.2	92.1	100
Hungary										
15 to 19	...	F	F	92.0	92.3	2.7	1.6	3.4	7.7	100
20 to 24	...	4.5	0.8	43.9	49.2	33.9	6.7	10.2	50.8	100
25 to 29	...	7.3	0.7	5.9	13.9	63.2	6.3	16.6	86.1	100

Table C.2.1 (continued)

Percentage of 15- to 29-year-old population in education and not in education, by age group and labour force status, 2007

	In education					Not in education				Total in education and not in education
	Students in work-study programmes[1]	Other employed	Unemployed[2]	Not in the labour force[3]	Sub-total	Employed[4]	Unemployed[2]	Not in the labour force[4]	Sub-total	
	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10
	percentage					percentage				percentage
Iceland										
15 to 19	...	41.0	F	39.2	83.8	13.3	F	F	16.2	100
20 to 24	...	34.8	F	19.8	55.8	37.8	F	F	44.2	100
25 to 29	...	19.3	0.0 [5]	9.7	29.0	64.3	F	5.6	71.0	100
Ireland										
15 to 19	...	11.0	0.9	70.7	82.6	12.3	2.8	2.3	17.4	100
20 to 24	...	7.8	F	17.6	25.9	62.0	4.9	7.2	74.1	100
25 to 29	...	1.6	F	3.2	4.9	81.5	4.0	9.6	95.1	100
Italy										
15 to 19	F	0.7	0.2	82.6	83.5	6.3	2.9	7.3	16.5	100
20 to 24	0.3	3.8	1.2	36.4	41.7	35.7	8.1	14.5	58.3	100
25 to 29	F	4.0	0.7	11.3	16.1	58.3	7.4	18.2	83.9	100
Japan										
15 to 24	...	9.1	0.1	49.2	58.4	34.0	3.3	4.3	41.6	100
Luxembourg										
15 to 19	...	5.3	F	88.7	94.3	2.7	F	F	5.7	100
20 to 24	...	F	0.0 [5]	53.9	55.1	35.6	5.9	3.3	44.9	100
25 to 29	...	F	0.0 [5]	6.6	7.1	79.1	8.0	5.9	92.9	100
Mexico										
15 to 29	...	7.7	0.5	25.4	33.7	43.2	2.7	20.5	66.3	100
Netherlands										
15 to 19	...	46.1	5.5	36.6	88.1	8.3	1.1	2.5	11.9	100
20 to 24	...	34.6	1.6	14.6	50.8	42.2	2.0	5.0	49.2	100
25 to 29	...	15.4	0.4	4.0	19.8	70.6	2.0	7.6	80.2	100
New Zealand										
15 to 19	...	29.9	4.5	38.7	73.1	17.6	2.6	6.7	26.9	100
20 to 24	...	20.5	1.2	17.1	38.9	47.5	3.2	10.5	61.1	100
25 to 29	...	12.7	1.3	5.1	19.2	65.2	2.5	13.2	80.8	100
Norway										
15 to 19	...	24.3	3.6	52.7	80.6	15.8	F	2.6	19.4	100
20 to 24	...	18.0	F	18.7	37.7	53.6	2.9	5.8	62.3	100
25 to 29	...	5.3	F	6.4	12.2	77.4	2.1	8.3	87.8	100
Poland										
15 to 19	...	3.9	0.8	91.1	95.9	1.7	1.0	1.5	4.1	100
20 to 24	...	15.6	3.9	36.9	56.4	25.2	10.2	8.1	43.6	100
25 to 29	...	8.1	0.9	3.8	12.8	62.9	9.9	14.4	87.2	100
Portugal										
15 to 19	...	1.4	F	78.8	80.4	11.1	4.3	4.2	19.6	100
20 to 24	...	4.0	1.1	30.4	35.5	49.3	9.2	6.0	64.5	100
25 to 29	...	4.5	1.4	6.2	12.1	72.4	9.1	6.4	87.9	100
Slovak Republic										
15 to 19	12.0	F	F	78.0	90.2	4.4	3.6	1.8	9.8	100
20 to 24	0.9	3.4	F	24.7	29.4	50.7	10.7	9.2	70.6	100
25 to 29	...	3.3	F	3.3	6.8	68.0	9.6	15.6	93.2	100

Table C.2.1 (continued)

Percentage of 15- to 29-year-old population in education and not in education, by age group and labour force status, 2007

	In education					Not in education				Total in education and not in education
	Students in work-study programmes[1]	Other employed	Unemployed[2]	Not in the labour force[3]	Sub-total	Employed[4]	Unemployed[2]	Not in the labour force[3]	Sub-total	
	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10
	percentage					percentage				percentage
Spain										
15 to 19	...	3.7	1.4	72.7	77.8	11.3	4.3	6.6	22.2	100
20 to 24	...	8.0	1.7	24.8	34.5	48.2	8.4	8.9	65.5	100
25 to 29	...	5.3	0.8	4.0	10.0	72.4	7.3	10.3	90.0	100
Sweden										
15 to 19	...	10.4	7.1	69.4	86.9	7.7	2.2	3.3	13.1	100
20 to 24	...	11.4	3.7	24.5	39.6	47.3	6.9	6.2	60.4	100
25 to 29	...	8.7	1.9	9.6	20.2	69.2	5.2	5.4	79.8	100
Switzerland										
15 to 19	35.6	6.8	2.0	39.9	84.4	7.5	1.7	6.5	15.6	100
20 to 24	10.6	16.1	F	13.7	40.4	48.6	5.2	5.2	59.0	100
25 to 29	1.5	8.4	F	2.6	12.9	75.2	3.9	8.0	87.1	100
Turkey										
15 to 19	...	2.7	0.4	41.5	44.6	19.3	4.8	31.3	55.4	100
20 to 24	...	4.6	1.2	11.8	17.6	36.7	9.1	36.6	82.4	100
25 to 29	...	2.7	0.4	1.5	4.7	53.5	7.4	34.4	95.3	100
United Kingdom										
15 to 19	4.0	20.3	0.0 [5]	37.8	62.1	23.5	6.4	8.0	37.9	100
20 to 24	2.7	12.4	0.0 [5]	13.4	28.5	53.1	6.7	11.7	71.5	100
25 to 29	1.0	8.1	0.0 [5]	3.4	12.4	71.3	3.9	12.4	87.6	100
United States										
15 to 19	...	20.7	3.0	61.5	85.2	8.5	2.0	4.3	14.8	100
20 to 24	...	19.7	1.2	14.8	35.7	48.1	5.3	11.0	64.3	100
25 to 29	...	8.7	F	3.4	12.4	70.7	3.8	13.1	87.6	100
OECD average										
15 to 19	...	14.7	2.8	63.2	83.8	9.0	2.8	4.8	16.2	100
20 to 24	...	13.9	1.6	25.9	40.9	42.9	6.6	8.6	59.1	100
25 to 29	...	8.0	0.8	5.5	14.0	68.9	5.9	11.3	86.0	100
EU19 average[5]										
15 to 19	...	10.6	2.6	71.1	86.9	7.1	2.7	3.4	13.1	100
20 to 24	...	11.5	1.8	30.2	42.1	41.5	7.1	7.2	57.9	100
25 to 29	...	7.3	0.8	5.8	13.6	69.2	6.6	10.6	86.4	100
Provinces										
Newfoundland and Labrador										
15 to 19	...	18.4	4.5	62.3	85.3	7.2	4.5	3.0	14.7	100
20 to 24	...	12.5	F	23.2	36.8	38.1	11.8	13.4	63.2	100
25 to 29	...	6.5	F	9.6	16.5	58.1	12.9	12.5	83.5	100
Prince Edward Island										
15 to 19	...	33.4	5.1	45.4	83.9	12.3	2.0	F	16.1	100
20 to 24	...	16.7	F	18.9	36.5	45.5	9.7	8.4	63.5	100
25 to 29	...	4.3	F	2.9	7.3	73.2	9.7	9.8	92.7	100
Nova Scotia										
15 to 19	...	29.1	5.2	47.7	82.0	11.1	3.2	3.7	18.0	100
20 to 24	...	18.3	F	18.2	37.1	46.2	8.4	8.3	62.9	100
25 to 29	...	6.9	F	5.9	12.9	69.4	5.9	11.7	87.1	100

Table C.2.1 (concluded)

Percentage of 15- to 29-year-old population in education and not in education, by age group and labour force status, 2007

	In education					Not in education				Total in education and not in education
	Students in work-study programmes[1]	Other employed	Unemployed[2]	Not in the labour force[3]	Sub-total	Employed[4]	Unemployed[2]	Not in the labour force[3]	Sub-total	
	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10
	percentage					percentage				percentage
New Brunswick										
15 to 19	...	28.9	5.1	48.9	82.9	11.1	2.2	3.7	17.1	100
20 to 24	...	14.3	F	22.7	37.9	47.2	7.2	7.7	62.1	100
25 to 29	...	4.9	F	5.0	10.4	71.6	5.2	12.8	89.6	100
Quebec										
15 to 19	...	27.9	4.9	47.2	79.9	11.7	4.0	4.4	20.1	100
20 to 24	...	21.8	2.2	14.1	38.1	45.7	6.4	9.8	61.9	100
25 to 29	...	9.4	0.4	4.7	14.5	70.6	6.8	8.2	85.5	100
Ontario										
15 to 19	...	30.4	5.6	46.0	82.0	10.5	2.4	5.1	18.0	100
20 to 24	...	22.2	1.3	20.9	44.4	41.8	6.0	7.8	55.6	100
25 to 29	...	6.1	0.4	4.9	11.4	72.5	6.4	9.7	88.6	100
Manitoba										
15 to 19	...	34.1	6.2	37.8	78.0	15.7	2.3	3.9	22.0	100
20 to 24	...	21.0	0.9	12.2	34.1	52.6	3.9	9.5	65.9	100
25 to 29	...	6.0	F	3.5	9.8	74.9	4.0	11.3	90.2	100
Saskatchewan										
15 to 19	...	34.4	4.3	38.5	77.2	16.1	2.5	4.2	22.8	100
20 to 24	...	16.4	0.7	11.8	28.9	60.7	4.0	6.4	71.1	100
25 to 29	...	5.3	F	5.3	10.6	77.3	3.1	9.1	89.4	100
Alberta										
15 to 19	...	32.7	3.6	38.3	74.5	18.2	3.2	4.1	25.5	100
20 to 24	...	13.9	F	14.3	28.7	60.8	3.6	6.9	71.3	100
25 to 29	...	4.2	F	3.4	8.1	79.3	2.4	10.2	91.9	100
British Columbia										
15 to 19	...	30.9	3.6	45.6	80.1	14.4	1.6	3.9	19.9	100
20 to 24	...	16.7	1.3	16.8	34.8	54.2	3.7	7.3	65.2	100
25 to 29	...	7.8	F	6.9	15.0	71.0	3.3	10.8	85.0	100

... not applicable
F too unreliable to be published
0[s] value rounded to 0 (zero) where there is a meaningful distinction between true zero and the value that was rounded

1. Students in work-study programmes are considered to be both in education and employed, irrespective of their labour market status according to the ILO definition.
2. Individuals who are, during the survey reference week, without work, actively seeking employment and currently available to start work.
3. Individuals who are not working and who are not unemployed, i.e., individuals who are not looking for a job.
4. Those who during the survey reference week: work for pay (employees) or profit (self-employed and unpaid family workers) for at least one hour; or have a job but are temporarily not at work (through injury, illness, holiday, strike or lock-out, educational or training leave, maternity or parental leave, etc.)
5. The EU19 average is calculated as the unweighted mean of the data values of the 19 OECD countries that are members of the European Union for which data are available or can be estimated: Austria, Belgium, the Czech Republic, Denmark, Finland, France, Germany, Greece, Hungary, Italy, Ireland, Luxembourg, the Netherlands, Poland, Portugal, the Slovak Republic, Spain, Sweden and the United Kingdom.

Sources: Organisation for Economic Co-operation and Development (OECD), 2009, *Education at a Glance 2009: OECD Indicators*, Table C3.2a, Percentage of the youth population in education and not in education (2007), (www.oecd.org/edu/eag2009); Statistics Canada, Labour Force Survey (LFS).

Committees and organizations

This report was jointly produced by Statistics Canada and the Council of Ministers of Education, Canada (CMEC), in partnership with the departments and ministries of the provinces and territories with responsibility for education and training. Two intergovernmental committees have played a key role in the development of this publication: the Canadian Education Statistics Council (CESC) and the Strategic Management Committee of the CESC. The CMEC and Statistics Canada project team is also listed.

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26. Note of appreciation to staff of the Centre for Education Statistics at Statistics Canada for their invaluable contribution to this report, and to staff of Dissemination Division and Translation Services at Statistics Canada.